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ABSTRACT

This publication contains three parts, all related to the language arts curriculum of the Shawnee Mission Public Schools. The first section provides a detailed outline (plus references) of sequenced components representing a progressively difficult set of experiences in studying grammar, vocabulary, spelling, oral and written communication, and literature in grades four, five, and six. The second section contains criterion-referenced test specification samples (with summative goals and instructional components) for composition, the study of language, listening and viewing, listening and reading, and speaking. The third section consists of Lass/Achievement-Awareness Records for each of the three intermediate grades. (JM)

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4-6

SHAWNEE MISSION

ELEMENTARY LANGUAGE ARTS

- SEQUENCING AND KEYING OF LANGUAGE ARTS SCOPE AND SEQUENCE
- TEST SPECIFICATIONS FOR CRITERION-REFERENCED TESTING
- ACHIEVEMENT-AWARENESS RECORD

DON ROBERTS, DIRECTOR
LANGUAGE ARTS

SHAWNEE MISSION PUBLIC SCHOOLS
SEPTEMBER 1975

CS 202 369

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BEST AVAILABLE COPY

INTERMEDIATE GRADES 4-6

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SHAWNEE MISSION PUBLIC SCHOOLS

Dr. Arzell Ball, Superintendent

Dr. Leonard Molotsky, Associate
Superintendent for Instruction

Dr. Terry Parks, Director
of Basic Services

Dr. Donald R. Roberts, Director
of Language Arts

ON SEQUENCING AND KEYING...

Curriculum development is a continuous process. To be successful the process must seek teacher involvement, understanding, and dedication to the goals of the process as related to district instructional goals. The reader is encouraged to review the INTRODUCTION of the Shawnee Mission Language Arts Scope and Sequence for a summary of purpose in the study and evaluation of Language Arts.

This sequencing and keying is both an elaboration and refinement of the summative goals and instructional components contained in the original Scope and Sequence. Teachers participating in a summer workshop (1975) took the summative knowledge and skill goals for grades 3, 6, 9, and 12 and combined them into a single summative goals statement. Next, they took the summative instructional components and sequenced the components by recommended grade level experiences. It should be noted, however, that the sequenced components are not to be considered discrete and inflexible. For example, if a seventh grade student is ready, according to teacher diagnosis, for the indicated ninth grade experience, the student should be provided that experience.

The sequenced components are meant to represent a logical progressive set of experiences according to difficulty. Any use of the components should be relative to student need.

Workshop participants began keying the sequenced components to district resources. Time would not permit completion of this task, but it is hoped that the format for keying is such that teachers may continue the keying process throughout the school year and share their work with other district teachers.

Teachers who participated in the Sequencing and Keying Workshop (1975) were:

Dorothy Blackburn	*Coordinator*	*Laura Majistro*	*East Antioch*
Virginia Gilbert	*Coordinator*	*Kala Musick*	*Dorothy Moody*
Frank Bowerman	*Cherokee*	*Pam Nanney*	*Hickory Grove*
Elizabeth Brooks	*Nieman*	*Pat Patton*	*Porter*
Jo Couchman	*Arrowhead*	*Clarinda Richardson*	*Ridgeview*
Tom Eddy	*Oak Park*	*Karen Way*	*Ray Marsh*
Karla Hoelzel	*Sequoyah*	*Anita Webb*	*Valley View*
Nancy Kent	*Westwood View*		

Don Roberts, Director of Language Arts, wishes to express his appreciation to the teachers who participated in the workshop for the excellent job that was done. It is hoped that all educators in the district will make a concerted effort to acquaint themselves with the sequenced statements and keyed resources, will continue to refine these statements, in practice, to meet the needs of students, and will continue to provide meaningful input for continued curriculum development.

Donald R. Roberts

September 1975

SHAWNEE MISSION SCHOOLS
COMPOSITION 4-6
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW that a coherent paragraph contains appropriate grammar, spelling, vocabulary, and structure and BE ABLE TO use basic composition skills to express ideas and feelings creatively to convey information clearly.

Instructional Component

CAPITALIZE WORDS APPROPRIATELY

Sequence	4	5	6
	Emphasis on identification of words which should be capitalized	*Emphasis on the application of rules for capitalization*	*Emphasis on proofreading as it pertains to capitalization*
Resources	Patterns of Language, Level 4, American Book Company (1974): Capitalization pp. 9,50,92, 213,224,281,286-287 for particular emphasis-- 1st word in sentence Word "I" Names of persons and pets Days, months, holidays Cities, states, countries, continents Streets Specific places Stories, books, poems Companies, organizations Letter writing Addresses Abbreviations and initials Direct quotations	Patterns of Language, Level 5, ABC (1974): Capitalization pp. 14,29, 226,278 for particular emphasis-- Titles of respect Proper adjectives Languages, nationalities	Patterns of Language, Level 6, ABC (1974): Capitalization pp. 10,40, 75,117,147,244 for particular emphasis-- Outlines Word "O" Regions Documents Trade and brand names

DISTRICT FILMS

"Holding Them Spellbound" (122987)
"Painting with Words" (124012)
"Harold and the Purple Crayon" (130072)
"Color Is a Day" (125129)
"Sidewalks and Similes" (125573)
"Letter to Grandmother" (029164)

COMPOSITION: GENERAL REFERENCES

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1976), Level 4
American Language Today, McGraw-Hill, (1976), Level 4
EDL Kit Cassettes
Listening, Reading, Talking, and Writing, Laidlaw, (1975), Level 4
Interaction, Houghton-Mifflin, (1976), multi-level

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1976), Level 5
American Language Today, McGraw-Hill, (1976), Level 5
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American Language Today, McGraw-Hill, (1976), Level 6
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Instructional Component

SUPPLY APPROPRIATE END PUNCTUATION

Sequence	4	5	6
	Emphasis on identification of kinds of sentences and their proper end punctuation	*Emphasis on writing the sentences and supplying the correct end punctuation*	*Emphasis on proofreading as it pertains to utilization of correct end punctuation*

Resources

DISTRICT FILMS

"Holding Them Spellbound" (122987)
"Painting with Words" (124012)
"Harold and the Purple Crayon" (133072)
"Color Is a Day" (125129)
"Sidewalks and Similes" (125273)
"Letter to Grandmother" (125184)

COMPOSITION: GENERAL REFERENCES

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Interaction, Houghton-Mifflin, (1974), Multi-level

Instructional Component

USE COMMAS WHERE REQUIRED IN SIMPLE AND COMPOUND SENTENCES

Sequence	4	5	6
	Emphasis on identification of occasions to use commas	*Emphasis on application of rules for comma usage*	*Emphasis on distinguishing effective use for commas*
Resources			
	Words in a series Between day and year Between city and state Nouns of address Letter writing: greeting in informal letters and after closing Direct quotations	Introductory expressions After the year when the month and day precede it and the sentence continues After the state when the city precedes it and the sentence continues	Before the conjunction in compound sentences To set off subordinating clauses of more than three words To set off appositives To set off interrupters such as "by the way"

DISTRICT FILMS

"Holding Them Spellbound" (122983)
"Painting with Words" (124512)
"Harold and the Purple Crayon" (130873)
"Keiko Is a Boy" (125129)
"Sidewalks and Similes" (125173)
"Letter to Grandmother" (129184)

COMPOSITION: GENERAL REFERENCES

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Listening, Reading, Talking, and Writing, Laidlaw, (1971), Level 5
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Integration, Houghton-Mifflin, (1974), Multi-level

Instructional Component

USE APOSTROPHE, QUESTION MARK, AND UNDERLINING CORRECTLY

Sequence	4	5	6
	Emphasis on identification of special punctuation marks	*Emphasis on application of special marks*	*Emphasis on distinguishing effective use of marks*
Resources	Apostrophes in contractions Apostrophes in possessives Question marks in direct quotations Underlining book title Quotation marks in direct quotations	Underlining magazine and newspaper titles Quotation marks on titles of articles, poems, and stories	

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DISTRICT FILMS

"Holding Them Spellbound" (123987)
"Walking with Words" (124472)
"Harold and the Purple Crayon" (123872)
"Color is a Sar" (125129)
"Sidewalks and Similes" (125273)
"Letter to Grandmother" (129156)

COMPOSITION: GENERAL REFERENCES

Patterns of Language, ABC, (1976), Level 5
New Directions in English, Harper-Row, (1976), Level 5
American Language Today, McGraw-Hill, (1976), Level 5
ESL Kit Cassettes
Listening, Reading, Talking, and Writing, Laidlaw, (1975), Level 5 Integration, Houghton-Mifflin, (1976), Multi-level

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Instructional Component

SPELL HIGH-FREQUENCY WORDS CORRECTLY

Sequence

4 | 5 | 6

Emphasis on correct spelling in written work

Resources

DISTRICT FILMS

"Building Then Spellbound" (1225851)
"Painting with Words" (1240123)
"Harold and the Purple Crayon" (1330722)
"Letter to a Pen" (1225129)
"Silhouette and Shadow" (1245173)
"Letter to Grandmother" (1225166)

COMPOSITION: GENERAL REFERENCES

Patterns of Language, ABL, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1976), Level 4
EDL Kit Cassettes
Listening, Reading, Talking, and Writing, Laidlaw, (1971), Level 4
Interaction, Houghton-Mifflin, (1974), Multi-level

Patterns of Language, ABL, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1976), Level 5
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Listening, Reading, Talking, and Writing, Laidlaw, (1971), Level 5
Interaction, Houghton-Mifflin, (1974), Multi-level

Patterns of Language, ABL, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1976), Level 6
EDL Kit Cassettes
Listening, Reading, Talking, and Writing, Laidlaw, (1971), Level 6
Interaction, Houghton-Mifflin, (1974), Multi-level

Instructional Component

USE A DICTIONARY AS A HELP IN SPELLING AND IN LEARNING NEW WORDS

Sequence	4	5	6
	Emphasis on the using of basic dictionary skills for spelling correctly and finding meanings	*Emphasis on further use of the dictionary*	*Emphasis on extensive use of the dictionary*

Resources

DISTRICT FILMS

"Holding Your Spellbound" (12983)
"Painting with Words" (12982)
"Harold and the Purple Crayon" (12982)
"Color in a Box" (12126)
"Sidewalks and Streets" (12973)
"Letter to Grandmother" (12954)

COMPOSITION: GENERAL REFERENCES

Patterns of Language, ABL, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
ESL Kit Cassettes
Listening, Reading, Talking, and Writing, Laidlaw, (1973), Level 4 Integration, Houghton-Mifflin, (1974), Multi-level

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American Language Today, McGraw-Hill, (1974), Level 6
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Instructional Component

IDENTIFY AND USE THE FOLLOWING PARTS OF SENTENCES:
1. SUBJECTS
2. PREDICATES
3. COMPLEMENTS
4. MODIFIERS

Sequence	4	5	6
	Emphasis on understanding the concept of subject and predicate	*Emphasis on identifying and generating sentences containing subjects and predicates. Emphasis on introducing complements and modifiers*	*Emphasis on identifying and using effectively sentences containing subjects, predicates with effective complements and modifiers*
Resources			Re-emphasize I. Subjects, nouns, noun phrases can be used interchangeably. II. Predicates, verbs, verb phrases can be used interchangeably. III. Transitive and action verbs can be used interchangeably. IV. Intransitive, linking, copulative verbs can be used interchangeably.

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DISTRICT FILMS

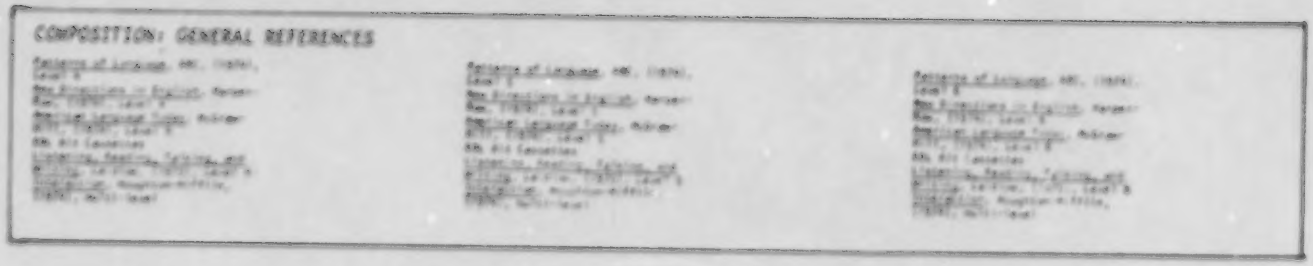
COMPOSITION: GENERAL REFERENCES

Instructional Component

COMPOSE, CAPITALIZE, AND PUNCTUATE SENTENCES

Sequence	4	5	6
	Emphasis on writing	*Emphasis on analyzing*	*Emphasis on revision*
Resources	Emphasis on composing, capitalizing, and punctuating the four kinds of sentences	Emphasis on composing, capitalizing, punctuating, and transforming the four types of sentences: declarative, interrogative, exclamatory, and imperative	Emphasis on composing, capitalizing, punctuating, transforming, and improving simple, complex, and compound sentences

DISTRICT FILMS



Instructional Component

IDENTIFY AND USE THE CORRECT SUBJECT-VERB AGREEMENT

Sequence	4	5	6
	Emphasis on understanding the relationship between subject and verb agreement	*Emphasis on recognizing and correcting the proper verb form in a given sentence*	*Emphasis on composing oral and written sentences using correct subject and verb agreement*
Resources			

DISTRICT FILMS

"Holding Them Spellbound" (122987)
"Painting with Words" (124012)
"Harold and the Purple Crayon" (133072)
"Color is a Day" (125129)
"Sidewalks and Similes" (152573)
"Letter to Grandmother" (029164)

COMPOSITION: GENERAL REFERENCES

Patterns of Language, ABC, (1974), Level 4 New Directions in English, Harper-Row, (1974), Level 4 American Language Today, McGraw-Hill, (1974), Level 4 EDL Kit Cassettes Listening, Reading, Talking, and Writing, Laidlow, (1975), Level 4 Interaction, Houghton-Mifflin, (1974), multi-level	Patterns of Language, ABC, (1974), Level 5 New Directions in English, Harper-Row, (1974), Level 5 American Language Today, McGraw-Hill, (1974), Level 5 EDL Kit Cassettes Listening, Reading, Talking, and Writing, Laidlow, (1975), Level 5 Interaction, Houghton-Mifflin, (1974), multi-level	Patterns of Language, ABC, (1974), Level 6 New Directions in English, Harper-Row, (1974), Level 6 American Language Today, McGraw-Hill, (1974), Level 6 EDL Kit Cassettes Listening, Reading, Talking, and Writing, Laidlow, (1975), Level 6 Interaction, Houghton-Mifflin, (1974), multi-level

Instructional Component

IDENTIFY AND CORRECT SENTENCE FRAGMENTS AND RUN-ON SENTENCES

Sequence	4	5	6
	Emphasis on sentence concept and sentence sense	*Emphasis on analyzing and improving or correcting units of expression*	*Emphasis on improving and correcting units of expression*
Resources	Emphasis on the understanding of components of a complete sentence	Emphasis on being able to recognize sentence fragments and run-on sentences	Emphasis on composition of complete sentences

DISTRICT FILMS

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Instructional Component

IDENTIFY AND IMPROVE SENTENCES THAT LACK UNITY AND LOGICAL THINKING

Sequence	4	5	6
	Emphasis on developing a sense and feeling for correctness and effectiveness	*Emphasis on writing good sentences*	*Emphasis on sentence revision*
Resources	Emphasis on identifying and improving sentences by combining short, choppy ideas into one organized sentence	Emphasis on sentence improvement by substitution of concrete for abstract words	Emphasis on sentence improvement by using prepositional phrases and/or conjunctions

DISTRICT FILMS

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"Sidewalks and Similes" (152573)
"Letter to Grandmother" (029164)

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American Language Today, McGraw-Hill, (1974), Level 5
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New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Listening, Reading, Talking, and Writing, Levels, (197), Level 6
Interaction, Houghton-Mifflin, (1974), Multi-level

Instructional Component

TITLE HIS/HER COMPOSITION APPROPRIATELY

Sequence	4	5	6
	Emphasis on identification of the main idea and topic sentence for writing titles	*Emphasis on the application of an appropriate paragraph title*	*Emphasis on distinguishing from among various titles for the one most appropriate*
Resources			

DISTRICT FILMS

"Holding Them Spellbound" (122987)
"Painting with Words" (124012)
"Harold and the Purple Crayon" (133072)
"Color is a Day" (125129)
"Sidewalks and Similes" (152573)
"Letter to Grandmother" (029164)

COMPOSITION: GENERAL REFERENCES

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Interaction, Houghton-Mifflin, (1974), multi-level

Instructional Component

WRITE A UNIFIED PARAGRAPH WHICH INCLUDES A TOPIC SENTENCE

Sequence	4	5	6
	Emphasis on the proper form and development of the main idea	*Emphasis on the unity and method of developing a unified paragraph*	*Emphasis on the linking of idea trends to unity of thought within a paragraph*
Resources			

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DISTRICT FILMS

"Holding Them Spellbound" (122987)
"Painting with Words" (124012)
"Harold and the Purple Crayon" (133072)
"Color Is a Day" (125129)
"Sidewalks and Sirilee" (152573)
"Letter to Grandmother" (029164)

COMPOSITION: GENERAL REFERENCES

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Interaction, Houghton-Mifflin, (1974), multi-level

Instructional Component

CORRESPOND EFFECTIVELY IN WRITING FRIENDLY LETTERS AND BUSINESS LETTERS

Sequence	4	5	6
	Emphasis on the proper form and development of a friendly letter	*Emphasis on the proper form and development of a business letter*	*Emphasis on effective communication through forms of letter writing*

Resources

DISTRICT FILMS

"Holding Them Spellbound" (122967)
"Painting with Words" (124012)
"Harold and the Purple Crayon" (133072)
"Color Is a Day" (125109)
"Sidewalks and Smiles" (1525731)
"Letter to Grandmother" (029164)

COMPOSITION: GENERAL REFERENCES

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
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Instructional Component

USE THE COMPOSITION SKILLS IN CREATIVE AND EXPOSITORY WRITING

Sequence	5	6
	Emphasis on the proper form and development of creative and expository writing	*Emphasis on analyzing creative and expository writing for effectiveness*	*Emphasis on revision of writing to attain a greater degree of logic and effectiveness*
Resources			

DISTRICT FILMS

"Holding Them Spellbound" (122987)
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"Sidewalks and Similes" (152573)
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Listening, Reading, Talking, and Writing, Laidlaw, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1975), Level 5
EDL Kit Cassettes
Listening, Reading, Talking, and Writing, Laidlaw, (1975), Level 5
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Listening, Reading, Talking, and Writing, Laidlaw, (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

SHAWNEE MISSION SCHOOLS
STUDY OF LANGUAGE 4-6
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW that language is a communicative tool and that the components of language are interrelated and SHOULD BE ABLE TO adapt his/her speech and writing, with accuracy and clarity, to different purposes.

Instructional Component

APPLY HIS/HER EXPANDING KNOWLEDGE OF NOUNS AND VERBS AND ACQUIRED KNOWLEDGE OF ADJECTIVES AND ADVERBS, PREPOSITIONS, CONJUNCTIONS AND INTERJECTIONS THROUGH RECOGNITION, DISCUSSION, AND EXPANDING USE OF CORRECT FORMS IN ORAL AND WRITTEN EXPRESSION

Sequence	4	5	6
	Emphasis on identification and function of parts of speech	*Emphasis on application and comparative function of parts of speech*	*Emphasis on effective utilization of parts of speech in oral and written expression*

Resources

STUDY OF LANGUAGE: GENERAL REFERENCE

4	5	6
Patterns of Language, ABC, (1974), Level 4	Patterns of Language, ABC, (1974), Level 5	Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 4	New Directions in English, Harper-Row, (1974), Level 5	New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 4	American Language Today, McGraw-Hill, (1974), Level 5	American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes	EDL Kit Cassettes	EDL Kit Cassettes
Exploring in English, Laidlow, (1975), Level 4	Discovery in English, Laidlow, (1975), Level 5	Progress in English, Laidlow, (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level	Interaction, Houghton-Mifflin, (1974), multi-level	Interaction, Houghton-Mifflin, (1974), multi-level

Instructional Component

KNOW AND BE ABLE TO CONSTRUCT A VARIETY OF SENTENCE TYPES IN COMPLETE AND CORRECT FORM, ACCORDING TO ACCEPTED CONVENTIONS

Sequence	4	5	6
	Emphasis on identification of different types of sentences	*Emphasis on construction of different types of sentences*	*Emphasis on construction of and distinction between different types of sentences*

Resources

STUDY OF LANGUAGE: GENERAL REFERENCE

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring in English, Laidlow, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Discovery in English, Laidlow, (1975), Level 5
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Progress in English, Laidlow, (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

Instructional Component

EXTEND HIS/HER FACILITY TO USE PUNCTUATION AND CAPITALIZATION IN CONSISTENT AND EFFECTIVE WAYS; SHOW EVIDENCE OF CONCERN FOR CORRECT SPELLING; AND EXHIBIT A CRITICAL PROFICIENCY IN PROOFREADING HIS/HER OWN WORK AND THE WORK OF OTHERS

Sequence	4	5	6
	Emphasis on importance of mechanics in expression	*Emphasis on proofreading skills for various types of writing*	*Emphasis on techniques for revision as a result of proofreading*
Resources			

STUDY OF LANGUAGE: GENERAL REFERENCE

Patterns of Language, ABC, (1974), Level 4 New Directions in English, Harper-Row, (1976), Level 4 American Language Today, McGraw-Hill, (1976), Level 4 EDL Kit Cassettes Exploring in English, Laidlaw, (1975), Level 4 Interaction, Houghton-Mifflin, (1974), Multi-level	Patterns of Language, ABC, (1974), Level 5 New Directions in English, Harper-Row, (1976), Level 5 American Language Today, McGraw-Hill, (1976), Level 5 EDL Kit Cassettes Discovery in English, Laidlaw, (1975), Level 5 Interaction, Houghton-Mifflin, (1974), Multi-level	Patterns of Language, ABC, (1974), Level 6 New Directions in English, Harper-Row, (1976), Level 6 American Language Today, McGraw-Hill, (1976), Level 6 EDL Kit Cassettes Progress in English, Laidlaw, (1975), Level 6 Interaction, Houghton-Mifflin, (1974), Multi-level

Instructional Component

RELATE THE KNOWLEDGE TO BOTH NARRATIVE AND DESCRIPTIVE EXAMPLES, BOTH ORAL AND WRITTEN, PERFORMED BY THE TEACHER, STUDENTS, AND BY THE LITERATURE TO WHICH THE STUDENT IS EXPOSED

Sequence	4	5	6
	Emphasis on recognition of narrative and descriptive writing through the appropriate selection of words, phrases, and construction	*Emphasis on application of narrative and descriptive techniques through the appropriate selecting of words, phrases, and construction*	*Emphasis on determining whether given information should more effectively be developed as a narrative or descriptive selection*
Resources			

STUDY OF LANGUAGE: GENERAL REFERENCE

Patterns of Language, ABC, (1976), Level 4 New Directions in English, Harper-Row, (1976), Level 4 American Language Today, McGraw-Hill, (1976), Level 4 EDL Kit Cassettes Exploring in English, Laidlow, (1975), Level 4 Interaction, Houghton-Mifflin, (1976), multi-level	Patterns of Language, ABC, (1976), Level 5 New Directions in English, Harper-Row, (1976), Level 5 American Language Today, McGraw-Hill, (1976), Level 5 EDL Kit Cassettes Discovery in English, Laidlow, (1975), Level 5 Interaction, Houghton-Mifflin, (1976), multi-level	Patterns of Language, ABC, (1976), Level 6 New Directions in English, Harper-Row, (1976), Level 6 American Language Today, McGraw-Hill, (1976), Level 6 EDL Kit Cassettes Progress in English, Laidlow, (1975), Level 6 Interaction, Houghton-Mifflin, (1976), multi-level

Instructional Component

USE LANGUAGE EFFECTIVELY AS DIRECTED BY THE TEACHER REGARDING OCCASION AND AS DETERMINED BY A GIVEN OCCASION HISTORICALLY AND CREATIVELY DETERMINED BY THE STUDENT

Sequence	4	5	6
	Emphasis on an awareness of changes which continually occur in language	*Emphasis on the recognition of the changes which occur in language*	*Emphasis on appreciation of the impact of the change in language*
Resources			

STUDY OF LANGUAGE: GENERAL REFERENCE

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1976), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
IDL Kit Cassettes
Exploring in English, Laidlow, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), Multi-level

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1976), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
IDL Kit Cassettes
Discovery in English, Laidlow, (1975), Level 5
Interaction, Houghton-Mifflin, (1974), Multi-level

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1976), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
IDL Kit Cassettes
Progress in English, Laidlow, (1975), Level 6
Interaction, Houghton-Mifflin, (1974), Multi-level

Instructional Componen.

DISCRIMINATE BETWEEN THOSE COMPANION WORDS WHICH HAVE RELEVANCE TO DESIRED "EFFECT" AS USED IN EXPRESSIONS OF COMMUNICATION

Sequence	4	5	6
	Emphasis on creating an awareness that a student's choice of words can evoke a response	*Emphasis on discriminating between words with positive and negative connotations*	*Emphasis on use of words for a specific effect*
Resources			

STUDY OF LANGUAGE: GENERAL REFERENCE

Patterns of Language, ABC, [1974], Level 4
New Directions in English, Harper-Row, [1974], Level 4
American Language Today, McGraw-Hill, [1974], Level 4
ESL Kit Cassettes
Exploring in English, Laidlaw, [1975], Level 4
Integration, Houghton-Mifflin, [1974], multi-level

Patterns of Language, ABC, [1974], Level 5
New Directions in English, Harper-Row, [1974], Level 5
American Language Today, McGraw-Hill, [1974], Level 5
ESL Kit Cassettes
Discovery in English, Laidlaw, [1975], Level 5
Integration, Houghton-Mifflin, [1974], multi-level

Patterns of Language, ABC, [1974], Level 6
New Directions in English, Harper-Row, [1974], Level 6
American Language Today, McGraw-Hill, [1974], Level 6
ESL Kit Cassettes
Progress in English, Laidlaw, [1975], Level 6
Integration, Houghton-Mifflin, [1974], multi-level

Instructional Component

USE CORRECT INFLECTIONS AND WORD DIVISIONS AS SUGGESTED BY THE CONVENTIONAL STANDARDS FOR LANGUAGE USAGE

Sequence	4	5	6
	Emphasis on identification and usage of root words and their affixes, plurals and possessive forms, compounds, contractions, abbreviations and acronyms	*As Appropriate to Readiness and Content*	

Resources

STUDY OF LANGUAGE: GENERAL REFERENCE

Patterns of Language, ARC, (1974), Level E

New Directions in English, Harper-Row, (1974), Level E

American Language Today, McGraw-Hill, (1974), Level E

ERS Kit Exercises

Reasoning in English, Laidlaw, (1975), Level E

Integration, Houghton-Mifflin, (1974), Hall-Level

Patterns of Language, ARC, (1974), Level E

New Directions in English, Harper-Row, (1974), Level E

American Language Today, McGraw-Hill, (1974), Level E

ERS Kit Exercises

Reasoning in English, Laidlaw, (1975), Level E

Integration, Houghton-Mifflin, (1974), Hall-Level

Patterns of Language, ARC, (1974), Level E

New Directions in English, Harper-Row, (1974), Level E

American Language Today, McGraw-Hill, (1974), Level E

ERS Kit Exercises

Reasoning in English, Laidlaw, (1975), Level E

Integration, Houghton-Mifflin, (1974), Hall-Level

Instructional Component

USE APPROPRIATE MEANS FOR THE DESIRED RESPONSE

Sequence	4	5	6
	Emphasis on awareness of specific "effect" evoked by choice and modulation of words	*Emphasis on choosing words that evoke a desired "effect"*	*Emphasis on using words to evoke a specific response*
Resources			

STUDY OF LANGUAGE: GENERAL REFERENCE

Patterns of Language, ABC, (1974), Level 4 New Directions in English, Harper-Row, (1974), Level 4 American Language Today, McGraw-Hill, (1974), Level 4 EDL Kit Cassettes Exploring in English, Laidlow, (1975), Level 4 Interaction, Houghton-Mifflin, (1974), multi-level	Patterns of Language, ABC, (1974), Level 5 New Directions in English, Harper-Row, (1974), Level 5 American Language Today, McGraw-Hill, (1974), Level 5 EDL Kit Cassettes Discovery in English, Laidlow, (1975), Level 5 Interaction, Houghton-Mifflin, (1974), multi-level	Patterns of Language, ABC, (1974), Level 6 New Directions in English, Harper-Row, (1974), Level 6 American Language Today, McGraw-Hill, (1974), Level 6 EDL Kit Cassettes Progress in English, Laidlow, (1975), Level 6 Interaction, Houghton-Mifflin, (1974), multi-level

Instructional Component

USE THE FIGURATIVE DEVICES TO ENHANCE LANGUAGE EFFECTIVENESS

Sequence	4	5	6
	Emphasis on sensory comparisons and contrasts	*Emphasis on simile and personification*	*Emphasis on metaphor and alliteration*

Resources

STUDY OF LANGUAGE: GENERAL REFERENCE

4	5	6
Patterns of Language, ABC, (1974), Level 4 New Directions in English, Harper-Row, (1974), Level 4 American Language Today, McGraw-Hill, (1974), Level 4 EDL Kit Cassettes Exploring in English, Laidlaw, (1975), Level 4 Interaction, Houghton-Mifflin, (1974), multi-level	Patterns of Language, ABC, (1974), Level 5 New Directions in English, Harper-Row, (1974), Level 5 American Language Today, McGraw-Hill, (1974), Level 5 EDL Kit Cassettes Discovery in English, Laidlaw, (1975), Level 5 Interaction, Houghton-Mifflin, (1974), multi-level	Patterns of Language, ABC, (1974), Level 6 New Directions in English, Harper-Row, (1974), Level 6 American Language Today, McGraw-Hill, (1974), Level 6 EDL Kit Cassettes Progress in English, Laidlaw, (1975), Level 6 Interaction, Houghton-Mifflin, (1974), multi-level

Instructional Component

PRACTICE RECOGNIZED CONVENTIONS TO GIVE MEANING AND LIFE TO CONVENTIONAL MEANS FOR SUBTLE COMMUNICATION

Sequence	4	5	6
	Emphasis on awareness that words have different meanings for different people	*Emphasis on classifying environment and experience through word selection*	*Emphasis on recognizing and using these experiences in more effective use of language*
Resources			

STUDY OF LANGUAGE: GENERAL REFERENCE

4	5	6
Patterns of Language, ABC, (1974), Level 4	Patterns of Language, ABC, (1974), Level 5	Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 4	New Directions in English, Harper-Row, (1974), Level 5	New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 4	American Language Today, McGraw-Hill, (1974), Level 5	American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes	EDL Kit Cassettes	EDL Kit Cassettes
Exploring in English, Laidlaw, (1975), Level 4	Discovery in English, Laidlaw, (1975), Level 5	Progress in English, Laidlaw, (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level	Interaction, Houghton-Mifflin, (1974), multi-level	Interaction, Houghton-Mifflin, (1974), multi-level

Instructional Component

CREATE AN AWARENESS OF THE DIFFERENT WAYS OF LOOKING AT LANGUAGE

Sequence	4	5	6
	Emphasis on awareness that language works for people	*Emphasis on ways of understanding language*	*Emphasis on ways of explaining the way language works*

Resources

STUDY OF LANGUAGE: GENERAL REFERENCE

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring in English, Laidlow, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Discovery in English, Laidlow, (1975), Level 5
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Progress in English, Laidlow, (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

SHAWNEE MISSION SCHOOLS
LISTENING AND VIEWING 4-6
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW the difference between fact, opinion, and propaganda and the difference between listening or viewing for information and entertainment and SHOULD BE ABLE TO attend to, understand, and form basic reactions to what he/she hears and/or views.

Instructional Component

LISTEN ATTENTIVELY

Sequence	4	5	6
	Emphasis on identifying basic information from the author's or speaker's presentation	*Emphasis on applying basic information from presentations and showing personal rationale*	*Emphasis on extension of audio and visual perception to include critical reactions*

Resources

LISTENING AND VIEWING: GENERAL REFERENCE

Instructional Component

KNOW THE DIFFERENCE BETWEEN FACT AND OPINION

Emphasis on identifying basic information from the author's or speaker's presentation

A. Listen for a purpose
B. Follow oral and written directions
C. Identify main idea
D. Apply skills of concentration
E. Extend auditory and visual memory
F. Recognize characterization
G. Distinguish between fact & opinion
H. Apply oral and written summarization
I. Identify speaker's intent

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring in English, Laidlaw, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Emphasis on applying basic information gained from presentation and show personal rationale

A. Apply oral and written summarization
B. Identify speaker's intent
C. Distinguish between relevant and irrelevant

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Discovery in English, Laidlaw, (1975), Level 5
Interaction, Houghton-Mifflin, (1974) multi-level

Emphasis on extension of audio and visual perception to include critical reactions

A. Recognize various figures of speech
B. Distinguish between fact and fiction
C. Recognize propaganda

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Progress in English, Laidlaw (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

District Films, films:
"Mailstones and Halibut Bones Poetry" (105600)
"Everyday Courtesy" (119300)
"Act Without Words" (073265)
"The Eye Hears the Ear Sees" (123178)
"Haiku" (092516)
"Our Wonderful Ears and Their Care" (034127)
"Lollipop Opera" (108473)
"See Better: Healthy Eyes" (038094)

Instructional Component

ANALYZE WHAT HAS BEEN PRESENTED (SEPARATE FACT, OPINION, FALLACY, PROPAGANDA, PURPOSE/INTENT)

Sequence	4	5	6
	Emphasis on separating fact from opinion	*Emphasis on recognizing fallacy in argument and propagandic devices*	*Emphasis on interpreting purpose or intent with regard to an analysis of presentation*

Resources

LISTENING AND VIEWING: GENERAL REFERENCE

Instructional Component

KNOW THE DIFFERENCE BETWEEN FACT AND OPINION

Emphasis on identifying basic information from the author's or speaker's presentation

A. Listen for a purpose
B. Follow oral and written directions
C. Identify main idea
D. Apply skills of concentration
E. Extend auditory and visual memory
F. Recognize characterization
G. Distinguish between fact & opinion
H. Apply oral and written summarization
I. Identify speaker's intent

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1976), Level 4
EDL Kit Cassettes
Exploring in English, Laidlaw, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Emphasis on extension of audio and visual perception to include critical reactions

A. Recognize various figures of speech
B. Distinguish between fact and fiction
C. Recognize propaganda

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Progress in English, Laidlaw (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

Emphasis on applying basic information gained from presentation and show personal rationale

A. Apply oral and written summarization
B. Identify speaker's intent
C. Distinguish between relevant and irrelevant

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1976), Level 5
EDL Kit Cassettes
Discovery in English, Laidlaw, (1975), Level 5
Interaction, Houghton-Mifflin, (1974) multi-level

District Films, 16mm:
"Hailstones and Halibut Bones Poetry" (105600)
"Everyday Courtesy" (118302)
"Act Without Words" (079265)
"The Eye Hears the Ear Sees" (123178)
"Haiku" (092516)
"Our Wonderful Ears and Their Care" (034127)
"Lollipop Opera" (108473)
"See Better: Healthy Eyes" (038094)

Instructional Component

SUMMARIZE IDEAS MENTALLY

Sequence	4	5	6
	Emphasis on responding in a way that shows comprehension	*Emphasis on recording in summary form the remembered experience*	*Emphasis on elaborating on an experience by personal application*

Resources

LISTENING AND VIEWING: GENERAL REFERENCE

Instructional Component

KNOW THE DIFFERENCE BETWEEN FACT AND OPINION

Emphasis on identifying basic information from the author's or speaker's presentation

A. Listen for a purpose
B. Follow oral and written directions
C. Identify main idea
D. Apply skills of concentration
E. Extend auditory and visual memory
F. Recognize characterization
G. Distinguish between fact & opinion
H. Apply oral and written summarization
I. Identify speaker's intent

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring in English, Laidlaw, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Emphasis on applying basic information gained from presentation and show personal rationale

A. Apply oral and written summarization
I. Identify speaker's intent
C. Distinguish between relevant and irrelevant

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Discovery in English, Laidlaw, (1975), Level 5
Interaction, Houghton-Mifflin, (1974) multi-level

Emphasis on expansion of audio and visual perception to include critical reactions

A. Recognize various figures of speech
B. Distinguish between fact and fiction
C. Recognize propaganda

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Progress in English, Laidlaw (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

District Films, 16mm:
"Hailstones and Halibut Bones Poetry" (105602)
"Everyday Courtesy" (118300)
"Act Without Words" (079265)
"The Eye Hears the Ear Sees" (123178)
"Haiku" (092516)
"Our Wonderful Ears and Their Care" (034127)
"Lollipop Opera" (108473)
"See Better: Healthy Eyes" (038094)

Instructional Component

EXPAND LISTENING VOCABULARY

Sequence	4	5	6
	Emphasis on asking about unfamiliar words	*Emphasis on listing and looking up unfamiliar words*	*Emphasis on learning to incorporate unfamiliar words into a personal vocabulary*

Resources

LISTENING AND VIEWING: GENERAL REFERENCE

Instructional Component

KNOW THE DIFFERENCE BETWEEN FACT AND OPINION

Emphasis on identifying basic information from the author's or speaker's presentation

A. Listen for a purpose
B. Follow oral and written directions
C. Identify main idea
D. Apply skills of concentration
E. Extend auditory and visual memory
F. Recognize characterization
G. Distinguish between fact & opinion
H. Apply oral and written summarization
I. Identify speaker's intent

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring in English, Laidlaw, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Emphasis on applying basic information gained from presentation and show personal rationale

A. Apply oral and written summarization
B. Identify speaker's intent
C. Distinguish between relevant and irrelevant

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Discovery in English, Laidlaw, (1975), Level 5
Interaction, Houghton-Mifflin, (1974) multi-level

Emphasis on extension of audio and visual perception to include critical reactions

A. Recognize various figures of speech
B. Distinguish between fact and fiction
C. Recognize propaganda

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Progress in English, Laidlaw (1975) Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

District Films, 16mm:
"Hailstones and Halibut Bones Poetry" (105600)
"Everyday Courtesy" (118900)
"Act Without Words" (079165)
"The Eye Hears the Ear Sees" (123178)
"Haiku" (092516)
"Our Wonderful Ears and Their Care" (034127)
"Lollipop Opera" (108473)
"See Better: Healthy Eyes" (038094)

Instructional Component

IMPROVE CONCENTRATION

Sequence	4	5	6
	Emphasis on immediate response to a presentation	*Emphasis on a thorough written response to a presentation*	*Emphasis on a critical response to a presentation*
Resources			

LISTENING AND VIEWING: GENERAL REFERENCE

Instructional Component

KNOW THE DIFFERENCE BETWEEN FACT AND OPINION

Emphasis on identifying basic information from the author's or speaker's presentation

A. Listen for a purpose
B. Follow oral and written directions
C. Identify main
D. Apply skills
E. Extend auditory
F. Recognize characterization
G. Distinguish between fact & opinion
H. Apply oral and written summarization
I. Identify speaker's intent

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring in English, Laidlaw, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Emphasis on applying basic information gained from presentation and show personal rationale

A. Apply oral and written summarization
B. Identify speaker's intent
C. Distinguish between relevant and irrelevant

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Discovery in English, Laidlaw, (1975), Level 5
Interaction, Houghton-Mifflin, (1974) multi-level

Emphasis on extension of audio and visual perception to include critical reactions

A. Recognize various figures of speech
B. Distinguish between fact and fiction
C. Recognize propaganda

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Progress in English, Laidlaw (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

District Films, Ibm:
"Mailstones and Halibut Bones Poetry" (105600)
"Everyday Courtesy" (118300)
"Act Without Words" (079265)
"The Eye Hears the Ear Sees" (123178)
"Haiku" (092516)
"Our Wonderful Ears and Their Care" (034127)
"Lollipop Opera" (108473)
"See Better: Healthy Eyes" (038094)

Instructional Component

SORT RELEVANT AND IRRELEVANT INFORMATION

Sequence	4	5	6
	Emphasis on identifying irrelevant information	*Emphasis on editing irrelevant information from a discourse*	*Emphasis on oral and visual perception of irrelevant information*
Resources			

LISTENING AND VIEWING: GENERAL REFERENCE

Instructional Component

KNOW THE DIFFERENCE BETWEEN FACT AND OPINION

Emphasis on identifying basic information from the author's or speaker's presentation

A. Listen for a purpose
B. Follow oral and written directions
C. Identify main idea
D. Apply skills of concentration
E. Extend auditory and visual memory
F. Recognize characterization
G. Distinguish between fact & opinion
H. Apply oral and written summarization
I. Identify speaker's intent

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1976), Level 4
EDL Kit Cassettes
Exploring in English, Laidlaw, (1975), Level 4
Interaction, Houghton-Mifflin, (1976), multi-level

Emphasis on applying basic information gained from presentation and show personal rationale

A. Apply oral and written summarization
B. Identify speaker's intent
C. Distinguish between relevant and irrelevant

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1976), Level 5
EDL Kit Cassettes
Discovery in English, Laidlaw, (1975), Level 5
Interaction, Houghton-Mifflin, (1976) multi-level

Emphasis on extension of audio and visual perception to include critical reactions

A. Recognize various figures of speech
B. Distinguish between fact and fiction
C. Recognize propaganda

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1976), Level 6
EDL Kit Cassettes
Progress in English, Laidlaw (1975), Level 6
Interaction, Houghton-Mifflin, (1976), multi-level

District Films, 16mm:
"Hailstones and Halibut Bones Poetry" (105660)
"Everyday Courtesy" (118330)
"Act Without Words" (079265)
"The Eye Hears the Ear Sees" (123178)
"Haiku" (092516)
"Our Wonderful Ears and Their Care" (036127)
"Lollipop Opera" (108473)
"See Better: Healthy Eyes" (038094)

Instructional Component

IDENTIFY CONTEXTUAL CLUES TO CHARACTER ROLE

Sequence	4	5	6
	Emphasis on discussing the relationship of listener-viewer to presenter	*Emphasis on critiquing a communications relationship*	*Emphasis on identifying technique and choice of words, ideas which signal a relationship*

Resources

LISTENING AND VIEWING: GENERAL REFERENCE

Instructional Component

KNOW THE DIFFERENCE BETWEEN FACT AND OPINION

Emphasis on identifying basic information from the author's or speaker's presentation

A. Listen for a purpose
B. Follow oral and written directions
C. Identify main idea
D. Apply skills of concentration
E. Extend auditory and visual memory
F. Recognize characterization
G. Distinguish between fact & opinion
H. Apply oral and written summarization
I. Identify speaker's intent

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1976), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring in English, Laidlaw, (1975), Level 4
Interaction, Houghton-Mifflin, (1976), Multi-level

Emphasis on applying basic information gained from presentation and show personal rationale

A. Apply oral and written summarization
B. Identify speaker's intent
C. Distinguish between relevant and irrelevant

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1976), Level 5
American Language Today, McGraw-Hill, (1976), Level 5
EDL Kit Cassettes
Discovery in English, Laidlaw, (1975), Level 5
Interaction, Houghton-Mifflin, (1976) Multi-level

Emphasis on extension of audio and visual perception to include critical reactions

A. Recognize various figures of speech
B. Distinguish between fact and fiction
C. Recognize propaganda

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1976), Level 6
American Language Today, McGraw-Hill, (1976), Level 6
EDL Kit Cassettes
Progress in English, Laidlaw (1975), Level 6
Interaction, Houghton-Mifflin, (1976), Multi-level

District Films, 16mm:
"Hailstones and Halibut Bones Poetry" (105660)
"Everyday Courtesy" (118330)
"Act Without Words" (079265)
"The Eye Hears the Ear Sees" (123178)
"Haiku" (092516)
"Our Wonderful Ears and Their Care" (034127)
"Lollipop Opera" (108473)
"See Better: Healthy Eyes" (038094)

Instructional Component

DEVELOP AUDITORY AND VISUAL MEMORY

Sequence	4	5	6
	Emphasis on frequent recall experiences	*Emphasis on the recording of recall experiences*	*Emphasis on explaining recall experiences*
Resources			

LISTENING AND VIEWING: GENERAL REFERENCE

Instructional Component

KNOW THE DIFFERENCE BETWEEN FACT AND OPINION

Emphasis on identifying basic information from the author's or speaker's presentation

A. Listen for a purpose
B. Follow oral and written directions
C. Identify main idea
D. Apply skills of concentration
E. Extend auditory and visual memory
F. Do [illegible] summarization
G. Distinguish between fact & opinion
H. Apply oral and written summarization
I. Identify speaker's intent

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring in English, Laidlaw, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Emphasis on applying basic information gained from presentation and show personal rationale

A. Apply oral and written summarization
B. Identify speaker's intent
C. Distinguish between relevant and irrelevant

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Discovery in English, Laidlaw, (1975), Level 5
Interaction, Houghton-Mifflin, (1974) multi-level

Emphasis on extension of audio and visual perception to include critical reactions

A. Recognize various figures of speech
B. Distinguish between fact and fiction
C. Recognize propaganda

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Progress in English, Laidlaw (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

District Films, 16mm
"Wallstones and Halibut Bones Poetry" (10,600)
"Everyday Courtesy" (118300)
"Act Without Words" (079265)
"The Eye Hears the Ear Sees" (123178)
"Malau" (092516)
"Our Wonderful Ears and Their Care" (034127)
"Lollipop Opera" (108473)
"See Better: Healthy Eyes" (038094)

SH[illegible]E MISSION SCHOOLS
LITERATURE/READING 4-6
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW that language is a vehicle for exchanging information and ideas through the basic characteristics of the different literary forms and SHOULD BE ABLE TO use basic receptive skills to identify some of the basic characteristics of the literary forms.

Instructional Component

LITERAL COMPREHENSION: LOCATE SPECIFIC DETAILS
RECALL CHRONOLOGICAL DETAILS

Sequence	4	5	6
	Emphasis on details relative to description	*Emphasis on details relative to narration*	*Emphasis on details relative to exposition*
	Emphasis on recognizing time-space relationships	*Emphasis on sequencing a personal experience*	*Emphasis on application of sequencing in descriptive and narrative writing*

Resources

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

LOCATE SPECIFIC DETAILS

Russell, David H., et. al., Reading Aids Through the Grades, Teachers College Press, 1967

Reading for Details, pp. 209, 212

[illegible], pp. 214

[illegible], pp. 219

Organizing Thoughts], pp. 220, 221, 222

Harrell-Loft, Reading Series
McCall & Crabb

MacMillan Reading Spectrum
ABC, 1974, pp. 253

Kirk-Loft, Inter. & Jr. Hi., Incentive Pub., 1973, Chapter on Comprehension

Available Brentwood 11549E:
Educational Developmental Laboratories, Inc., Division of McGraw-Hill, Huntington, New York, 1968, Listen and Follow (Tapes & Student Lesson Books)

Tape No. D-3, Recognizing Sequence (Noticing the order of events in terms of before, after, or at the same time)
Tape No. E-3, Recognizing Sequence (Using time line to visualize sequence of events)
Tape No. F-3, Recognizing Sequence (Understanding the effect of "flashback" on sequence)

Instructional Component

RECALL CHRONOLOGICAL DETAILS AND SEQUENCE OF EVENTS

Harrell-Loft, Reading Series
[illegible]

MacMillan Reading Spectrum
New Directions, Harper Row, 1973, pp. 253

Kirk-Loft, Inter. & Jr. Hi., Incentive Pub., 1973, Chapter on Comprehension

Instructional Component

IDENTIFY THE CENTRAL ELEMENTS OF A PLOT AND IDENTIFY AND EXPRESS THE MAIN IDEA AND/OR THEME

Sequence	4	5	6
	Emphasis on recognizing the main idea and/or theme of a selection	*Emphasis on characterization and setting as component of plot*	*Emphasis on conflict and climax as a component of plot*

Resources

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

IDENTIFY THE CENTRAL ELEMENTS OF A PLOT

See Houghton-Mifflin Series and other Basals

Instructional Component

IDENTIFY AND EXPRESS MAIN IDEA

[illegible] Out of the Title, What to Look for in Stories & Fiction, 3-2-4, Sun Dance House, Inc. (Journal 1981)

Alan Sigoff, Index, A et. al., Houghton Mifflin Co., 1973, Chapter on Comprehension

Book 4, Harper Row, 1973, pp. 81-82, Chapter 4

Book 5, Harper Row, 1973, pp. 71-73, Chapter 5

ABC, 1974, pp. 11, Book 1

New Directions, Harper Row, 1973, pp. 252, 282, 274, Book 4

Available Broadcast Time

Educational Developmental Laboratories, Inc., Division of McGraw-Hill, Huntington, New York, 1963, Listen and Think (Tapes and Student Lesson Books)

Tape No. 2-2, Identifying Main Ideas (Learning to tell the difference between details and main ideas)

Tape No. 2-2, Identifying Main Ideas (Learning to figure out a main idea when it is not stated)

Tape No. 2-2, Identifying Main Ideas (Listening for sentences that state main ideas and figuring out main idea by adding on details)

Instructional Component

DISTINGUISH BETWEEN FACTUAL AND NON-FACTUAL ELEMENTS
IDENTIFY OVER-GENERALIZATIONS

Sequence	4	5	6
	Emphasis on what could take place and what could not take place within a given context	*Emphasis on identifying incidents which are not supported in fact*	*Emphasis on discriminating between fact, non-fact, and identifying over-generalizations. Relate to personal writing*

Resources

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component:
DISTINGUISH BETWEEN FACTUAL AND NON-FACTUAL ELEMENTS

Book 6, Harper Row, 1973, Chapter 7
Book 6, Harper Row, 1973, Chapter 5

Book 5, Harper Row, 1973, pp. 74-84
ABC, 1974, pp. 17
ABC, 1974, pp. 246
Book 4, Harper Row, 1973, Chapter 8
Allyn & Bacon, Arrivals & Departures Workbook, pp. 127-131

Allyn & Bacon, Finding the Way Workbook, pp. 130

Instructional Component
IDENTIFY OVER-GENERALIZATION

Newspapers
Newscasters
Any media materials

Instructional Component

ANALYTICAL COMPREHENSION: IDENTIFY AS LITERARY FORMS: FOLK TALES, LEGENDS, MYTHS, FABLES, SHORT STORIES, BIOGRAPHIES, AND DRAMA

Sequence	4	5	6
	Emphasis on recognition of various literary forms	*Emphasis on application of the elements of the various literary forms through creative writing*	*Emphasis on application of the elements of the various literary forms by personal choice*
Resources			

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

IDENTIFY AS LITERARY FORMS: FOLK TALES, LEGENDS, MYTHS, FABLES, SHORT STORY, BIOGRAPHY, DRAMA

Emphasis on recognition of various literary forms

Basal Series, Textbooks
ABC, Book 4, 1974, pp. 125
ABC, Book 4, 1974, pp. 256
ABC, Book 6, 1974, pp. 169-186
Composing Language, 4.1-6.2, Houghton Mifflin Pub. Co., 1974
Kids Stuff, Inter. R. Ir. Mt., Incentive Pub., 1973, Creative Writing

Emphasis on application of the elements of the various literary forms through creative writing

Re-emphasis on application of the elements of the various literary forms through creative writing

(5-6 General References)

Supplemental Books:
Interactions, Houghton Mifflin, 1974, Activity Cards
Aware, Random House, 1971
The Writing Bug, Random House, 1973

(4-5-6 General References)

American Legendary Heroes, Encyclopedia Britannica, 1952, Filmstrips:
"Ichabod Crane" (7421)
"Hiawatha" (7425)
"Rip Van Winkle" (7422)
"Paul Bunyan" (7423)
"Johnny Appleseed" (7822)
"Uncle Remus" (7426)
Available at Resource Center

Heroes of Long Ago, Encyclopedia Britannica, 1953, Filmstrips:
"King Alfred" (7962)
"Marco Polo" (7961)
"Charlemagne" (7963)
"Leif Ericson" (7964)
"Roland" (7965)
"King Arthur" (7966)
Available at Resource Center

Famous American Stories, E.F.B., 1958, Filmstrips
"The Gold Bug" (Poe) (8371)
"Tom Sawyer Whitewashes the Fence" (Twain) (8372)
"Evangeline" (Longfellow) (8373)
"The Man Without a Country" (Hale) (8374)
"The Great Stone Face" (Hawthorne) (8375)
Available at Resource Center

The Changing English Language (record) Scholastic SL9852 (Changing literary style), 1963
SVE Ed., Filmstrips (6 filmstrips and 3 cassettes) Tales of the Wise Old Owl, Group 1 (CO 13 SAR)
"Sleeping Beauty," "Jack and the Beanstalk," "Cinderella," "Snow White," "Rackety Rabbit," "Little Engine"
The Great Myths of Greece, Encyclopedia Britannica Educational Corp., Cassette No. 6462X, 1972, Filmstrips and Cassettes, Available at Resource Center
African Folk Tales, Encyclopedia Britannica Educational Corp., Cassette No. 6457X, 1972, Filmstrips and Cassettes Available at Resource Center
Reading Games That Teach, Book V, Creative Teaching Press, Inc., 1971
"Aesop's Fables," Coronet Films (4 filmstrips with 2 records)
"A Nation Dedicated and Conceived," American Adventures, Scholastic Book Services, 1973

Instructional Component

RECOGNIZE DIFFERENCES IN LYRIC AND NARRATIVE POETRY

Sequence	4	5	6
	Emphasis on reading both lyric and narrative poetry	*Emphasis on identifying differences in content between lyric and narrative poetry*	*Emphasis on applying noted differences to personal creative work*

Resources

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

RECOGNIZE DIFFERENCES IN LYRIC AND NARRATIVE POETRY

"Haiku--The Mood of the Earth," Lyceum Prod. Inc., Films and Sound Filmstrips
"American Folklore," Coronet, Multi-library Sources
Literature for Children, Pied Piper Prod. Series, 1,2,3

New Directions in English, Book 4, Harper Row, 1973
Composing Language, 4.1-6.2, McMillan Pub. Co., 1974
Composition 268 Poetry 50
274 97
280 111
286 114
115
189
Books 5 & 6--See Composition Sections
"Haiku--The Mood of the Earth," Lyceum Prod. Inc., Sound Filmstrips
"American Folklore," Coronet, Multi-library Sources

(4-5-6 General References)

American Poets, Encyclopedia Britannica, 1956, Filmstrips:
"Emily Dickinson"
"Sidney Lanier"
"Walt Whitman"
"Edgar Allan Poe"
"James Russell Lowell"
"William Cullen Bryant"
Available at Resource Center

A Directory of American Poets, Poets and Writers, Inc., 1974 (Names and Addresses of American Poets)
The Best Loved Poems of Longfellow, Caedmon, JC11074, record

Classics of American Poetry for the Elementary Curriculum, Caedmon, TC1041, records (2), 1970
Figures of Speech, Activity 19 (Available at Reading Center)
"Haiku--The Mood of the Earth," Lyceum Productions, P.O. Box 1226, Laguna Beach, California, 92652
1. "The Heart of Haiku"
2. "Haiku: A Photographic Interpretation"

Newbery Award Filmstrips & Records, Miller-Brody Productions, Inc.
"Amos Fortune"
"Call it Courage"
"Rats of Nimh"
"King of the Wind"
"Caddie Woodlawn"

American Folklore, Coronet Filmstrips
"Paul Bunyan"
"Mike Fink"
"Pecos Bill"
"John Henry"
"Joe Magarac"
"Casey Jones"

Anderson's Fairy Tales, Coronet Filmstrips
"Emperor's New Clothes"
"Steadfast Tin Soldier"
"Hans Clodhopper"
"The Snow Queen"
"The Wild Swans"
"The Little Match Girl"
"The Ugly Duckling"
"The Emperor's Nightingale"

"Just So Stories," Coronet Filmstrips
"How the Elephant Got His Trunk"
"How the Leopard Got His Spots"
"How the Camel Got His Hump"
"How the Animals Came to Live with Man"

(4-5-6, A-B General References)

What Everyone Should Know About English, Channing L. Bete Co., Inc., 1970 (Learning units with coordinated teacher's guides)
"Mythology"
"Poetry"
"Drama"
"Novel"
"Short Story"
"Essay"
"Journalism"

Reading and Literature (Available at Resource Center)
Croft Skillpacks, Croft Educational Services, Inc., New London, Conn., 06320 (Available at Resource Center)

American Folk Heroes, SVE Educational Filmstrips, 6 filmstrips and cassettes
"Snake McGee"
"Pecos Bill"
"Paul Bunyan"
"Annie Christmas"
"Joe Magarac"
"Stormalong"

410 Vocabulary Booster, Level H, Fables and Folktales, Kottmeyer, Clause, and Dockery
The New McMillan Reading Program, Series R, 1975, Intermediate Thematic Development

Newbery Award Records, Miller-Brody Productions, Inc.
"Mixed up Files of Mrs. Basil E. Frankweiler"
"Witch of Blackbird Pond"
"Sounder"
"Johnny Tremain"
"Onion John"
"Cricket in Times Square"
"Wrinkle in Time"

Instructional Component

IDENTIFY SIMILARITIES AND DIFFERENCES IN PRESENTATIONS OF SIMILAR CONTENT

Sequence	4	5	6
	Emphasis on awareness that similarities and differences may exist in presentation of similar content	*Emphasis on identifying specific examples of similarities and differences in presentations of similar content*	*Emphasis on appreciating difference points of view as related to a given topic*

Resources

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

IDENTIFY SIMILARITIES AND DIFFERENCES IN PRESENTATIONS OF SIMILAR CONTENT

Book 6, Harper Row, 1973, Chapter
Available Brookwood SSIMC:
Educational Developmental Laboratories, Inc., Division of McGraw-Hill, Huntington, New York, 1968, Listen and Think (Tapes & Student Lesson Books)
Tape No. D-5, Comparing (Finding likenesses and differences in science material--ants and people)
Tape No. E-5, Comparing - Classifying (Sorting factual information according to various kinds of similarities and differences)

General Materials

Key to Reading, Economy Co., 1974
Croft Skillpacks, Croft Educational Services, Inc., New London, Con. 06320 (MC)

Reading Skills Development Program, Associated Press, Project File (of activity cards) Article Cards (of actual news), 1974

Skimming, H., MacMillan English Series, 1973, Book 6, pp. 194
Kids Stuff, Inter. & Jr. Hi., Incentive Pub., 1973
Stone & Burton, New Practice Readers, Books A-G, McGraw-Hill, 1960
Checkered Flag Series, Field Enterprise 1967, 8 books
Wesely, Addison, Morgan Bay Mysteries, 1962, 8 books.
Wesely, Addison, Deep Sea Adventure Series, 1967, 12 books
Wildlife Adventure Series, Field Enterprise, 1966, 8 books
Jim Forest Readers, Field Enterprise, 1967, 12 books
Corner Stone Readers, Field Enterprise

Instructional Component

INTERPRETIVE COMPREHENSION: DRAW INFERENCES

Sequence	4	5	6
	Emphasis on understanding the concept of association	*Emphasis on understanding the concept of implication*	*Emphasis on applying these concepts in writing or oral discourse and being able to explain their presence*

Resources

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

DRAW INFERENCES

Emphasize at appropriate levels drawing inferences from pictorial or written content

The Young America Series, Lyon and Carnahan, Dallas, Texas
"The Little Brown Hen," Level B, Teacher's Edition, pp. 144-150
Fables and Myths

Instructional Component

EMPHASIS ON PREDICTING OUTCOMES AND DRAWING CONCLUSIONS

Sequence	4	5	6
	Emphasis on predicting outcomes and drawing conclusions (pictorially or verbally)	*Emphasis on exercising own imagination in completing unfinished accounts of experience*	*Emphasis on writing from assorted facts a narrative or descriptive passage that logically culminates the action or event*

Resources

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

PREDICT OUTCOMES AND DRAW CONCLUSIONS

Unfinished Story, District, Cassettes, Levels 2-6

IFC, Open-ended Stories, Lakeland, Florida

Filmstrips and Records

Arthur, Robert, Alfred Hitchcock's Solve-Them-Yourself Mysteries, Random House, 1963

Multiple Ending Stories, Knowledge Aid, Niles, Illinois, Filmstrips & Cassettes

Barnell-Loft, Drawing Conclusions, Levels A-F

A Guide for Language Arts in Elementary Schools, "Providing Rich Experiences with Literature," State of Nebraska, Lincoln, pp. 28

Available Brookwood SSIMC: Educational Developmental Laboratories, Inc., Division of McGraw-Hill, Huntington, New York, 1968, Listen and Think (Tapes & Student Lesson Books)

Tape No. D-7, Predicting Outcomes (Listening for clues to predict outcomes)

Tape No. E-7, Predicting Outcomes (Understanding how knowing a person's character helps to predict what he will do in a story)

Tape No. E-15, Drawing Conclusions (Learning how to put facts together to see relationships and to draw a conclusion based on the facts)

Tape No. F-6, Recognizing Foreshadowing (Learning to recognize hints that foreshadow what is going to happen)

Tape No. F-15, Drawing Conclusions (Learning how the scientific method of reasoning can be applied to bits and pieces of information, making it possible to draw a conclusion)

Instructional Component

DISCERN MOTIVES AND EMOTIONS EXPRESSED BY A MAIN CHARACTER

Sequence	4	5	6
	Emphasis on pictoral and written accounts of feeling and/or description and appropriate reaction	*Emphasis on explaining a character's feeling toward a given incident*	*Emphasis on explaining emotive relationships within a given context*

Resources

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

DISCERN MOTIVES AND EMOTIONS EXPRESSED BY A MAIN CHARACTER

Emphasis on identifying and understanding emotions and motives of a story's main character at appropriate levels

SVE, Developing Basic Values, Chicago, Illinois
Coronet, Getting Along in School, Chicago, Illinois
IFC, Classical Mythology, Records and Filmstrips
SVE, Getting to Know Me, Chicago, Ill.
You Get Mad: Are You Glad, Guidance Associates, Pleasantville, New York
Moods & Emotions, Teaching Pictures, Davis & Cook Publishing Co., Elgin, Illinois
ABC, Expressing Feelings, Level 6, pp. 108-113

ABC, More Ideas for You, pp. 123
Gerbrandt, An Idea Book for Acting Out and Writing Fables, "Using Morals to Write Fables," San Jose State University, 1974, pp. 46
New Directions in English, "Learning About Comparisons and Language," Harper-Row, Chapter 6, pp. 88
Lavender Skywriters, Oklahoma City: Economy Company, 1972

Instructional Component

DISCERN THE AUTHOR'S POINT OF VIEW TOWARD HIS/HER SUBJECT AND/OR CHARACTERS

Sequence	4	5	6
	Emphasis on identifying the author's intent	*Emphasis on analyzing personal feelings toward a topic*	*Emphasis on applying point of view with consistency in written and oral discourse*
Resources			

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

DISCERN THE AUTHOR'S POINT OF VIEW TOWARD HIS/HER SUBJECT AND/OR CHARACTERS

Emphasis on discerning author's point of view toward the main character(s) or subject and author's purpose at appropriate levels

The Young America Series, Lyon and Carnahan, Dallas, Texas, 1972
"Whip Me, Whop Me Pudding," Teacher's Manual, pp. 243-247, Motives, Level 8
Use also Levels 9, 10, 11
Filmstrip Coronet, Stories and Fables for Science, Chicago, Illinois
The Gift of the Magic, Charlotte's Web, etc.

Barnell-Loft, Getting the Facts, Levels A-F
ABC, Section on Impressions, Gwendolyn Brooks, Level 5, 1975
ABC, Expressing Feelings, Level 6, pp. 108-114
American Language Today, McGraw-Hill Webster Division, Purple Sand, Level 5, pp. 21, 10, 69, 139, 173, 1974
MacMillan, Scenes, Levels 6-1, Unit 6, pp. XXII, Paragraph, New York, 1974,
"Reading, Listening, Viewing, Gathering Information, and Appreciating Literature," Chapter 19, pp. XXXIV

MacMillan, Happenings, Levels 6-2
MacMillan, Channels, Levels 5-1
MacMillan, Currents, Levels 5-2
MacMillan, Moments, Levels 4-1
MacMillan, Sights, Levels 4-2
Flying Free, Level 6, pp. 139, Chapter 4, "Writing for Your Reader," St. Louis, McGraw Hill Webster Division, 1974

Instructional Component

DEFINE THE THEME OF A LITERARY WORK

Sequence	4	5	6
	Emphasis or awareness that author's use a theme when writing	*Emphasis on identifying an author's theme*	*Emphasis on interpreting an author's theme and applying the "theme" concept in personal writing or oral communication*

Resources

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

DEFINE THE THEME OF A LITERARY WORK

Emphasis on awareness that authors use a theme when writing

Re-emphasis on awareness that authors use a theme when writing

Emphasis on identification and interpretation of author's theme

Adventure Series (records)
S.R.A. Kit - Transparencies
ABC, Section on Impressions, Gwendolyn Brooks, Level 5, 1975, pp. 242
*Reading Games Make Reading Fun, Sirotowski
Critical and Creative Thinking, pp. 114
Pomerleau, R.D., Communications, Georgetown, Conn., 1973

Instructional Component

IDENTIFY DIFFERENCES IN CONNOTATIONS OF DICTION USED

Sequence	4	5	6
	Emphasis on awareness of the differences in connotations of diction	*Emphasis on recognition of the differences in connotations of diction*	*Emphasis on application of the differences in connotations of diction*
Resources			

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

IDENTIFY DIFFERENCES IN CONNOTATIONS OF DICTION USED

SVE, Tall Tales, J3
Prid Piper Productions, Literature for Children, Verdugo, California (Introduction, Middle, & Upper Elementary)
Tom Sawyer, J3
Huckleberry Finn, J3
ABC, 1974

Filmstrips and Cassettes, On Location with Language, Harper-Row Media Program, 1975
Laidlaw, Discovery in English, Grade 6, 1975, "Slang" pp. 204, 205, 222; "Social Dialects" pp. 238, 239, 272, 273, 284, 304, 305, 320
Purple Sand, McGraw-Hill, "Connotations" pp. 176
Flying Free, "Content and Connotations" Chapter 5, pp. 189
Using Figurative Language, McDougal, Littell & Co., Evanston, Illinois, 1972, pp. 32-56

Instructional Component

DISTINGUISH BETWEEN FORMAL AND INFORMAL LANGUAGE

Sequence	4	5	6
	Emphasis on awareness that different levels of language exist	*Emphasis that the different levels of language serve purpose and occasion*	*Emphasis on applying the different levels of language as occasion and purpose demand*

Resources

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

DISTINGUISH BETWEEN FORMAL AND INFORMAL LANGUAGE

The student will be aware of and apply proper usage for formal or informal situations

Ginn: Old Edition (1970) Section on Informal and Formal Usage
Tom Sawyer
Huckleberry Finn
Filmstrips and Cassettes, On Location with Language, Harper-Row Media Program, 1975
Laidlaw, Discovery in English, Grade 6, 1975, "Slang" pp. 204, 205, 229; "Social Dialects" pp. 238, 239, 272, 273, 284, 304, 305, 320

Martin, Bill, Sounds of Language, Series, Rinehart & Winston, New York, 1966

Instructional Component

UNDERSTAND IDIOMATIC DICTION
UNDERSTAND AND USE FIGURATIVE LANGUAGE--SIMILE, METAPHOR, PERSONIFICATION
IDENTIFY EXAMPLES OF LITERARY DEVICES AND EXPLAIN WHAT THE EXPRESSIONS MEAN

Sequence

4	5	6
Emphasis on identifying and interpreting idiomatic expressions	*As Appropriate to Readiness and Content*	
Emphasis on identifying and interpreting metaphors and similes	*Emphasis on identifying and interpreting and using similes and metaphors*	*Emphasis on critiquing usage of metaphors and similes for effectiveness*
Emphasis on understanding that language has controlled syntax	*Emphasis on explaining the patterns of language that can be controlled by choice*	*Emphasis on applying the patterns of language as controlled by choice and as related to purpose or intent*

Resources

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

UNDERSTAND IDIOMATIC DICTION

Emphasis on identifying and interpreting idiomatic expressions

Blue Willow
Legend of Sleepy Hollow
Rip Van Winkle
Paul Bunyan
Johnny Appleseed
Tom Sawyer
To Kill a Mockingbird, CATV
Alive and Listening, Dun-Donnelley Pub. Corp., Hoover Bros., 1973, Cassette and Workbooks
Word Pacers, Teachers Guide, Random House Division, pp. 24 (Skill Spotters: Answers) Slack
ABC, Idioms, Level 5, 1974, pp. 183, 184, 197
Laidlaw, Discovery in English, Grade 6, 1975, pp. 144-145, 154, Regional Dialects
Using Figurative Language, McDougal, Littell & Co., Evanston, Illinois, 1972, pp. 45

Instructional Component

UNDERSTAND AND USE FIGURATIVE LANGUAGE - SIMILE, METAPHOR, PERSONIFICATION

Emphasis on identification and interpretation of similes and metaphors

Emphasis on identification, interpretation, and usage of similes and metaphors

Emphasis on identification, interpretation, and usage of similes, metaphors, and personification

American Poetry Series, District CATV, Grade 6
Flying Free, McGraw-Hill Webster Division, Level 6, 1975, Metaphors, pp. 6; Similes, pp. 6-8
New Directions in English, Harper-Row, Level 5, Chapter 6, Learning About Comparisons and Language, pp. 88
Benet, William Rose, Poems for Youth, E.P. Dutton, New York, 1969, "Crickets at Dawn," pp. 320; "Snow," pp. 467
Untermeyer, Louis, Rainbow in the Sky, Harcourt, Brace and World, Inc., New York, 1963, "The Squirrel," pp. 248
Field, Rachel, Poems, MacMillan, New York, 1967, "Heard at Night," pp. 14, "Spring Signs," pp. 12; "A Summer Morning," pp. 12; "The Hills," pp. 4; "Gypsies," pp. 56; "The Scissors-Grinder," pp. 54' "Prettymarsh," pp. 57
Using Figurative Language, McDougal, Littell, and Co., Evanston, Illinois, 1972, pp. 32-56
Making It Strange, Harper-Row, (M.), T.) Boston

Instructional Component

COMPREHEND A VISUAL AND/OR AUDITORY PERFORMANCE OF A DRAMATIC SCRIPT

Sequence	4	5	6
	Emphasis on seeing and hearing a dramatic script	*Emphasis on comprehending visually and/or auditorially a dramatic script*	*Emphasis on reinforcement of comprehension*

Resources

LITERATURE AND READING: GENERAL REFERENCE

Instructional Component

COMPREHEND A VISUAL AND JR AUDITORY PERFORMANCE OF A DRAMATIC SCRIPT

Tom Star, Kit with Projections
Durrell and Crossley, Favorite Plays for Classroom Reading, Plays, Inc., Boston, 1965
Thane, Adele, Plays from Famous Stories and Fairy Tales, Plays, Inc., Boston, 1970
Madeline, District 16mm Catalogue, 1965
Ainsworth, Dramatized folk tales, Plays, Inc., Boston, 1971
The Young America Basic Reading Program, Lyon and Carnahan, Dallas, Texas
"The Little Brown Hen," pp. 144-150
Lavender Storytellers, Oklahoma City: Economy Co., 1972

SHAWNEE MISSION SCHOOLS
SPEAKING 4-6
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW his role in formal and informal situations and SHOULD BE ABLE TO participate effectively in formal and informal situations.

Instructional Component

EMPHASIZE MAIN IDEA IN SPEAKING

Sequence	4	5	6
	Emphasis on recognizing main ideas	*Emphasis on discriminating between main ideas and details*	*Emphasis on development of main ideas*

Resources

SPEAKING: GENERAL REFERENCE

Patterns of Language, ABC, (1974), Level E
New Directions in English, Harper-Row, (1974), Level E
American Language Today, McGraw-Hill, (1976), Level E
ESL Kit Cassettes
Exploring in English, Laidlaw, (1975), Level E
Interaction, Houghton-Mifflin, (1976), Multi-level

Patterns of Language, ABC, (1974), Level F
New Directions in English, Harper-Row, (1976), Level F
American Language Today, McGraw-Hill, (1976), Level F
ESL Kit Cassettes
Exploring

Discovery in English, Laidlaw, (1975), Level E
Interaction, Houghton-Mifflin, (1976), Multi-level

Patterns of Language, ABC, (1974), Level E
New Directions in English, Harper-Row, (1976), Level E
American Language Today, McGraw-Hill, (1976), Level E
ESL Kit Cassettes
Progress in English, Laidlaw, (1975), Level E
Interaction, Houghton-Mifflin, (1976), Multi-level

Instructional Component

ELIMINATE IRRELEVANT/REDUNDANT IDEAS OR INFORMATION IN SPEAKING

Sequence

4	5	6
Emphasis on recognition of irrelevant ideas and information	*Emphasis on discrimination between relevant and irrelevant ideas and information*	*Emphasis on recognition and discrimination of relevant and irrelevant ideas and information*

Resources

SPEAKING: GENERAL REFERENCE

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring in English, Laidlow, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Exploring
Discovery in English, Laidlow, (1975), Level 5
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Progress in English, Laidlow, (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

Instructional Component

PARTICIPATE EFFECTIVELY IN GROUP DISCUSSIONS

Sequence	4	5	6
	Emphasis on listening to others with appropriate response	*Emphasis on understanding the purposes of group discussion*	*Emphasis on participating effectively in group discussion*

Resources

SPEAKING: GENERAL REFERENCE

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring in English, Laidlow, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Exploring
Discovery in English, Laidlow, (1975), Level 5
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Progress in English, Laidlow, (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

Instructional Component

USE VOCABULARY APPROPRIATE TO THE SITUATION AND ADAPT HIS/HER SPEECH TO CHANGING ROLES

Sequence	4	5	6
	Emphasis on understanding that appropriate vocabulary communicates most effectively	*Emphasis on understanding and identifying a given occasion for communication*	*Emphasis on participating with appropriate and effective vocabulary in a given speech occasion*

Resources

SPEAKING: GENERAL REFERENCE

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring in English, Laidlow, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Exploring
Discovery in English, Laidlow, (1975), Level 5
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Progress in English, Laidlow, (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

Instructional Component

PREPARE AN ORAL PRESENTATION TO INFORM

Sequence	4	5	6
	Emphasis on different purposes for oral communication	*Emphasis on determining purpose and audience*	*Emphasis on preparing an effective oral presentation*

Resources

SPEAKING: GENERAL REFERENCE

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring in English, Laidlow, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Exploring
Discovery in English, Laidlow, (1975), Level 5
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Progress in English, Laidlow, (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

Instructional Component

MAKE SOCIAL INTRODUCTIONS

Sequence	4	5	6
	Emphasis on taking an interest in others	*Emphasis on noting items of interest in the experience of others that would be of interest*	*Emphasis on preparing formal introduction of others*
Resources			

SPEAKING: GENERAL REFERENCE

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring In English, Laidlow, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Exploring
Discovery In English, Laidlow, (1975), Level 5
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Principals In English, Laidlow, (1975), Level 6
Interaction, Houghton-Mifflin, (1974), multi-level

Instructional Component

PARTICIPATE IN DRAMATIC PRESENTATION

Sequence 4 5 6

As Appropriate to Readiness and Content

Resources

SPEAKING: GENERAL REFERENCE

Patterns of Language, ABC, (1974), Level 4
New Directions in English, Harper-Row, (1974), Level 4
American Language Today, McGraw-Hill, (1974), Level 4
EDL Kit Cassettes
Exploring in English, Laidlow, (1975), Level 4
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 5
New Directions in English, Harper-Row, (1974), Level 5
American Language Today, McGraw-Hill, (1974), Level 5
EDL Kit Cassettes
Exploring
Discovery in English, Laidlow, (1975), Level 5
Interaction, Houghton-Mifflin, (1974), multi-level

Patterns of Language, ABC, (1974), Level 6
New Directions in English, Harper-Row, (1974), Level 6
American Language Today, McGraw-Hill, (1974), Level 6
EDL Kit Cassettes
Progress in English, Laidlow, (1975), Level 6
Interaction, Houghton-Mifflin, (1975), multi-level

INTERMEDIATE GRADES 4-6

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TEST SPECIFICATIONS

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SHAWNEE MISSION PUBLIC SCHOOLS

Dr. Arzell Ball, Superintendent

Dr. Leonard Molotsky, Associate Superintendent for Instruction

Dr. Terry Parks, Director of Basic Services

Dr. Donald R. Roberts, Director Language Arts

Dr. James Townsend, Director of Primary Education

INTRODUCTION

After involving more than 38 schools in a district Criterion-Referenced Testing Pilot in Language Arts during the 1974-75 school year, a workshop was held during June 9-13, 1975, for the purpose of evaluating the pilot project, the CRT instrument, and for writing test specifications relating to the instructional components of Language Arts Scope and Sequence.

Representing 4-6 Language Arts teachers in the workshop were:

Carol Bliss	Brookridge	Ruth Palatas	Somerset
LaWanda Burkett	Westwood View	Nancy Roberts	Overland Park
Jo Couchman	Arrowhead	Jean Seaman	Cherokee
Mary Kasch	Belinder	Sue Thompson	Pawnee
Laura Magistro	East Antioch	Jim Vickers	John Diemer
Kathy Paige	Brookwood		

In writing test specifications (suggested ways for determining the level at which a student is functioning relevant to a given instructional component) the participants were asked to choose a component from Scope and Sequence, designate content limits, set scoring criteria, specify format and directions, and write a sample test item.

Time did not permit thorough completion of the task, but direction has been established.

On the following pages you will find, interspersed with Scope and Sequence goals and components, test specifications relating to components. These statements are summaries of the complete specifications developed during the workshop.

Efforts are now being made to build a pool of valid and reliable test items from which district teachers can draw to aid in curriculum decision making. Some test items, thanks to the participants, can be leased from companies, after comparing our sample items with what the company has to offer. Some items will have to be developed by district teachers. Not all items will be paper-pencil, computer-scored items.

At this time, test specifications have not been broken down by grade levels. This may be accomplished as the item pool is developed. For now, the specifications should be considered third grade summative specifications; of course, teachers may adapt them to suit their building or classroom purpose.

Eventually a building may determine what kind of curriculum information it wants and may select appropriate test specifications. The building may set the number of items it wants per spec and may set the criteria. Test items will be drawn at random from the computer. The district will accommodate

by scoring the test and supplying appropriate print-outs.

It is hoped that this system will afford a data base for decision making which will enable all educators to make prudent decisions for the allocation of effort and resources.

Don Roberts

September 1975

GLOSSARY

ASSESSMENT ITEM--An "assessment item" is an activity or test question which seeks to determine the level at which the student is functioning. The term "assessment" has been chosen in an attempt to avoid the connotation of "finality" or "grade," often associated with the term "test."

COMPONENT--A "component" suggests an instructional experience thought to be a means toward reaching the stated goal. Components are grouped as related to knowledge goals, skill goals, and value goals.

CONTENT LIMITS--Part of a test specification, the "content limit" establishes the parameter for a test item or activity by identifying the specific content which will be covered.

CRITERION-REFERENCED TEST--An assessment instrument to determine the functional level of achievement of students in order that appropriate instructional decisions can be made.

PARAMETER--A quantity that describes a statistical population.

SUMMATIVE GOALS--A "summative goal" is a terminal goal for a designated unit of instructional experience (i.e., at the end of third grade; at the end of sixth grade, etc.).

SUMMATIVE SPECIFICATIONS--As related to "summative goals," "summative specifications" indicate expected learning outcomes at designated grade levels.

TEST SPECIFICATIONS--A "test specification" identifies what is to be measured and how it is to be measured. Test specifications are essential to a criterion-referenced testing program.

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW that a coherent paragraph contains appropriate grammar, spelling, vocabulary and structure.	THE STUDENT SHOULD BE ABLE TO use basic composition skills and to express ideas and feelings creatively to convey information clearly.	THE STUDENT SHOULD VALUE writing as an important means of communicating his/her thoughts to others.
Components:	Components:	Components:
Mechanics -	Mechanics-	
A. Know rules of capitalization	A. Capitalize words appropriately	A. Value that basic composition skills are necessary for effective written communication

TEST SPECIFICATIONS

C 1. The student will be able to recognize words that should be capitalized and should be able to correct errors in capitalization relating to first word in sentence, proper nouns, direct quotations, the pronoun "I," proper adjectives, titles of stories, books, and poems, outlining, and letter writing.

C 2. The student will be able to capitalize words appropriately and give reasons for his choice.

	B. Supply appropriate end punctuation	
B. Know that correct spelling is necessary to a well-formed paragraph		B. Value his/her own writing and the writing of others as a learning process

C 3. The student will be able to identify misspelled words in a paragraph.

C 4. The student will be able to supply appropriate end punctuation in a proofreading assignment.

	C. Use commas where required in simple and compound sentences	
C. Know rules pertinent to the use of commas, apostrophes, question marks, and underlining in simple and complex sentences		C. Value his/her own writing and the writing of others as a means of expression

C 5. The student will be able to recognize occasions when appropriate to use commas, apostrophes, question marks, and underlining in simple and complex sentences and will be able to supply the appropriate symbol of punctuation relating to words in a series, between day and year, city and state, nouns of address, letter writing, direct quotations, introductory expressions, before conjunction in compound sentence, to set off subordinating clauses, to set off appositives, to set off interrupters, after year when month and day precede it and sentence continues, after state when city precedes it and sentence continues, after last name written before a first name, and entry in a bibliography (this test specification relates directly to use of commas; see next specification for apostrophes).

C 6. The student will be able to recognize correct forms of singular and plural possessives and contractions.

C 7. The student will be able to recognize and to punctuate correctly titles of books, magazines, and newspapers.

D. Know that increasing word knowledge facilitates paragraph development and communication

D. Use apostrophe, question mark, and underlining correctly

D. Value the audience's response

C 8. The student will be able to choose from the dictionary the best definition for a word underlined in context.

E. Know the sentence types and the end punctuation marks appropriate to each

E. Spell high-frequency words correctly

F. Use a dictionary as a help in spelling and in learning new words

C 9. The student will be able to identify the four types of sentences (declarative, interrogative, imperative, and exclamatory) and to supply the appropriate end punctuation.

C10. The student will be able to choose the correct definition for each type of sentence (as listed above).

A. Know basic sentence parts

A. Identify and use the following parts of sentences:
1. Subjects
2. Predicates
3. Complements
4. Modifiers

C11. The student will be able to identify simple subjects in sentences.

C12. The student will be able to identify simple predicates in sentences.

C13. The student will be able to identify and label complements in a sentence (use terminology appropriate to resources used).

C14. The student will be able to identify the modifiers in a sentence and to label it as adjective or adverb.

B. Know how to write simple and compound sentences with correct capitalization and punctuation

B. Compose, capitalize, and punctuate sentences

C15. The student will be able to recognize simple and compound sentences and to explain the differences in structure.

C. Know how to write sentences that contain agreement of subject and verb

C. Identify and use the correct subject-verb agreement

C16. The student will be able to choose the verb in a sentence which agrees with the subject.

D. Know the structure of a complete sentence

D. Identify and correct sentence fragments and run-on sentences

C17. The student will be able to recognize differences among complete sentences, run-on sentences, and sentence fragments and to complete correctly (with proper capitalization and punctuation) any incomplete sentence.

E. Know that a sentence conveys a main idea in a coherent manner

E. Identify and improve sentences that lack unity and logical thinking

C18. The student will be able to choose from pairs of sentences those which most clearly and coherently express an idea.

A. Know how to write a title appropriate to the content

A. Title his/her composition appropriately

B. Write a unified paragraph which includes a topic sentence

C19. The student will be able to determine appropriate titles for each of a selection of paragraphs and explain the reason for his choice.

B. Know the different forms of letter writing

C. Correspond effectively in writing friendly letters and business letters

C20. The student will be able to proofread a friendly letter and determine whether or not numbered items relating to form are correct or incorrect.

C21. The student will be able to proofread a business letter and determine whether or not numbered items relating to form are correct or incorrect.

C. Know the difference between creative and expository writing

D. Use the composition skills in creative and expository writing

C22. The student will be able to recognize and explain differences between creative and expository writing and will be able to produce examples of each.

D. Know that paragraphs are unified and develop one main idea

C23. The student will be able to identify the main idea, topic sentence, supporting and non-supporting sentences in each of a selection of paragraphs.

E. Know what constitutes a skillfully written paragraph

C24. The student will be able to choose the appropriate sequence of sentences to constitute a well-written paragraph.

C25. The student will be able to write a story from a given topic consisting of five simple and five compound sentences with correct use of commas.

C26. The student will be able to use correctly apostrophes, question marks and underlining in a given paragraph.

C27. The student will be able to compile a list of frequently misspelled words, give their list to a spelling partner who will scramble the letters and return to the first student who will unscramble the letters.

C28. The student will be able to use the dictionary to define ten pairs of words with similar meanings and will then create two word pairs similar to the original list of pairs.

C29. The student will be able to write a theme or story and exchange with another student for titling. The students will discuss the appropriateness of the title.

C30. The student will be able to take a simple subject-simple predicate headline and expand the headline to complete a sentence with modifiers and a complement to complete the verb.

C31. The student will be able to punctuate correctly given sentences and combine simple sentences into compound sentences.

C32. The student will be able to write a sentence with correct subject-verb agreement given three pairs of verbs.

C33. The student will be able to punctuate correctly complete sentences in a given list, rewrite any run-on sentences, and expand sentence fragments by adding either a subject or predicate as needed.

C34. The student will be able to rewrite and improve five sentences with faulty logic and lack of unity.

C35. The student will be able to write an original paragraph that has unity and a topic sentence.

C36. The student will be able to compose a friendly letter using correct form, punctuation, and good content. The students may direct the letter to themselves titled, "Dear Me."

C37. The student will be able to compose a business letter using correct form, punctuation, and good content. The student may direct the letter to a TV station critiquing the programming.

C38. The student will be able to write creatively on a given topic using good composition skills.

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

Study of Language 4-6

SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW that language is a communicative tool and that the components of language are interrelated.	THE STUDENT SHOULD BE ABLE TO adapt his/her speech and writing, with accuracy and clarity, to different purposes.	THE STUDENT SHOULD VALUE language as an adaptive tool.
Components:	Components:	Components:
A. Know and identify nouns (individual and collective, simple, compound and phrasal); adjectives and adverbs (function and means for comparison); prepositions (function); conjunctions (function); and interjections (function)	A. Apply his/her expanding knowledge of nouns and verbs and acquired knowledge of adjectives and adverbs, prepositions, conjunctions and interjections through recognition, discussion, and expanding use of correct forms in oral and written expression	A. That an awareness and understanding of "traditional" parts of speech enables the student to discuss and utilize language more effectively

TEST SPECIFICATIONS

SL 1. The student will be able to recognize and explain the function of nouns, pronouns, and verbs in a given text.

SL 2. The student will be able to distinguish between common and proper nouns in a given text.

SL 3. The student will be able to identify action verbs in a given text.

SL 4. The student will be able to identify describing adjectives in a given text.

SL 5. The student will be able to identify possessive pronouns in a given text.

SL 6. The student will be able to identify personal pronouns in a given text.

SL 7. The student will be able to identify the auxiliary verbs as used in the past participle in a given text.

SL 8. The student will be able to identify pronouns used as direct objects in a given text.

SL 9. The student will be able to identify adverbs functioning in the how realm in a given text.

SL10. The student will be able to identify verbs used in the present tense in a given text.

SL11. The student will be able to identify verbs used in the past tense in a given text.

SL12. The student will be able to recognize and explain the function of adjectives and adverbs in a given text.

SL13. The student will be able to recognize and explain the function of prepositions, interjections, and conjunctions in a given text.

SL14. The student will be able to recognize prepositional phrases and identify the preposition in a given text.

SL15. The student will be able to classify words as parts of speech and according to their use in sentences.

B. Know types of sentences according to structure; know and can identify basic sentence complements; and continue to develop his/her knowledge of "sentence sense"

B. Use a variety of sentence types (simple, compound, etc.) in complete and correct forms according to accepted conventions

B. That structure in language is based on a concept of "parts" and "wholes"

SL16. The student will be able to identify sentences by types (declarative, imperative, interrogative, and exclamatory) and supply the end punctuation required by each type.

SL17. The student will be able to identify sentences being read to him by type (SL16) and designate the appropriate end punctuation.

C. Know a variety of symbols of punctuation, their purposes; understand uses for capitalization; continue to study rules for spelling; and begin to revise work through proofreading

C. Extend his/her facility to use punctuation and capitalization in consistent and effective ways; show evidence of concern for correct spelling; and exhibit a critical proficiency in proofreading his/her own work and the work of others

C. That increasing concern for mechanics is an indication of personal growth in the ability to communicate effectively

SL18. The student will be able to proofread a paragraph carefully, locating all misspelled words and spell them correctly.

SL19. The student will be able to read sentences carefully, place required terminal punctuation, and use correct capital letters in all words according to specified rules.

SL20. The student will be able to recopy a paragraph correcting punctuation, capitalization, and spelling.

D. Know that language communicates most effectively through the appropriate selection of words, phrases, and constructions appropriate to a given occasion

D. Relate the knowledge to both narrative and descriptive examples, both oral and written, performed by the teacher, students, and by the literature to which the student is exposed

D. That means or forms for effective communication have recognized characteristics which in themselves communicate

SL21. The student will be able to identify the best summary of an event after reading a dramatization of the event and explain the reasons for his choice.

SL22. The student will be able to select the best descriptive sentence or short passage concerning an event.

SL23. The student will be able to identify the sensory words or phrases in a given text.

SL24. The student will be able to describe an event both in narrative and descriptive writing.

SL25. The student will be able to identify a statement which is a best generalization of a series of given details.

SL26. The student will be able to choose a group of phrases which represent proper sequencing of a series of events.

SL27. The student will be able to choose the words which function as transitional words in a given text.

SL28. The student will be able to recognize the time sequence which transitional words lend to sentences.

SL29. The student will be able to substitute concrete words for abstract words in a given text.

SL30. The student will be able to choose the sentence which best states a general impression gained from reading a descriptive passage.

SL31. The student will be able to choose those words which add to the subjectivity of a given paragraph.

SL32. The student will be able to distinguish between a paragraph written subjectively and a paragraph written objectively.

SL33. The student will be able to select details which are concrete and those which are sensory.

SL34. The student will be able to write a dramatization of action from a summary of action.

SL35. The student will be able to choose from a group of four short paragraphs the paragraph which best presents the details of an observed action.

E. Know that language is a changing phenomena and that the needs of man to communicate often dictate the direction of change	E. Use language effectively as directed by the teacher regarding occasion and as determined by a given occasion historically and creatively determined by the student	E. That the resources of language history and individual creativity must be exercised by the uses of language

SL36. The student will be able to identify the root from which a set of words are derived.

SL37. The student will be able to trace the origin of a list of words in a dictionary.

F. Know that meanings related to words having a formal or rational relationship regulate emphasis and "effect" in communication	F. Discriminate between those companion words which have relevance to desired "effect" as used in expressions of communication	F. That certain companion words involve personal decision in discriminating use

SL38. The student will be able to select from a list of words the most descriptive word to replace a designated word in a given context.

SL39. The student will be able to choose the more "tactful" statement from a series of statements relative to an occasion.

SL40. The student will be able to discriminate between words with positive and negative connotations.

G. Know the inflectional rules and manipulations which increase "effective" word power according to recognized conventions	G. Use correct inflections and word divisions as suggested by the conventional standards for language usage	G. That language has inflections which are considered "correct" and appropriate to certain word formations

SL41. The student will be able to identify the components of a contraction and create a contraction.

SL42. The student will be able to make subjects and verbs in sentences into contractions.

SL43. The student will be able to compound words, define compound words, and identify their parts.

SL44. The student will be able to select three compound words, have a single picture to illustrate each word, and exchange the word-picture puzzle with another student who tries to figure out its solution.

SL45. The student will be able to identify and supply the possessive forms of singular and plural nouns.

SL46. The student will be able to identify and supply the plural (or singular) forms of given nouns.

SL47. The student will be able to supply the proper plural, singular possessive, and plural possessive forms of given nouns.

SL48. The student will be able to choose the correct form of an abbreviation from a list of abbreviations.

SL49. The student will be able to rewrite acronyms correctly and identify the words which comprise them.

SL50. The student will be able to supply the regular or irregular verb suffix to indicate present or past tense; or given a verb with suffix, identify the root word.

SL51. The student will be able to identify prefixes and suffixes and explain their effects on word meanings.

SL52. The student will be able to add as many prefixes and suffixes as possible to each of a list of words and discuss the meanings of each and how the addition will change the meaning.

H. Know that verbal language presupposes response

H. Use appropriate means for the desired response

H. That language produces degrees of response based upon the appropriate choice of presentation

SL53. The student will be able to identify the specific emotion related to a described situation.

SL54. The student will be able to identify in a paragraph read to him with proper stress, pitch, etc. what the intended response should be.

SL55. The student will be able to draw pictures illustrating simile, metaphor, and personification.

I. Know that other modes of figurative language enhance the symbolic process of language

I. Use the figurative devices to enhance language "effectiveness"

I. That language has both recognized and conventional means for enhancing expression

SL56. The student will be able to identify various types of figurative language, such as simile, metaphor, personification, and alliteration.

J. Know that language dependent upon imaginative expression is based upon recognized conventions	J. Practice recognized conventions to give meaning and life to conventional means for subtle communication	J. That language has its subtleties in convention which must be observed
K. Know the identities of those different ways of looking at language	K. Create an awareness of the different ways of looking at language	K. That language may be looked at in different ways

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

Listening and Viewing 4-6

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW the difference between fact, opinion, and propaganda and the difference between listening or viewing for information and entertainment.	THE STUDENT SHOULD BE ABLE TO attend to, understand, and form basic reactions to what he/she hears and/or views.	THE STUDENT SHOULD VALUE the ability to listen and view critically, follow oral directions, and build a vocabulary which will enable him/her to appreciate what he/she hears and view
Components:	Components:	Components:
A. Know the difference between fact and opinion	A. Listen attentively	A. Appreciate listening and viewing critically

TEST SPECIFICATIONS

LV 1. The student will be able to distinguish between fact and opinion in listening and viewing.

LV 2. The student will be able to listen to a taped talk or story and select details appropriate to what is heard.

B. Know the types of listening (attentive and appreciative)	B. Analyze what has been presented (separate fact, opinion, fallacy, propaganda, purpose/intent)	B. Appreciate listening and viewing courteously

LV 3. The student will be able to identify between simple attentive and appreciative listening situations.

LV 4. The student will be able to analyze what has been presented (separate fact, opinion, fallacy, propaganda, purpose/intent).

C. Know the speaker's intent (informative, entertaining, persuasive)	C. Summarize ideas mentally	C. Appreciate the extension of audio and visual perception

LV 5. The student will be able to identify informative, entertaining, and persuasive speeches.

LV 6. The student will be able to listen to a story on tape or look at pictures and summarize what is heard or seen.

D. Know the main idea

D. Expand listening vocabulary

D. Appreciate the exchange of opinions and ideas

LV 7. The student will be able to listen to a story on tape and indicate on paper the main idea.

LV 8. The student will be able to listen to a tape emphasizing more difficult vocabulary to make a simple statement and discuss the vocabulary used to decide what the speaker has said.

E. Know the propaganda devices (irrelevant appeals, plays on words)

E. Improve concentration

E. Appreciate the creative process

LV 9. The student will be able to label correctly samples of propaganda devices (play on words, bandwagon, testimonial, sense appeal, etc.).

LV10. The student will be able to listen to a tape with various sounds, identifying the sounds in sequential order; and view objects in a certain position and be able to identify the one (or more) which has been moved.

F. Know characterization (costuming, gesture, mannerism, setting)

F. Sort relevant and irrelevant information

LV11. The student will be able to listen to a sound filmstrip depicting various character roles which illustrate gesturing, mannerisms, costumes, and settings; and will identify character roles from the above elements of characterization.

LV12. The student will be able to sort relevant and irrelevant information given him after reading from a specified context.

G. Identify contextual clues to character role

LV13. The student will be able to examine a play script, find clues for character roles, and note stereotyped characters portrayed.

LV14. The student will be able to discuss how stereotypes are or are not real characters.

H. Develop auditory and visual memory

LV15. The student will be able to listen to musical tones in groups of three to five and graph the tones as to number, order, pitch, and upward or downward intervals.

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

Literature and Reading 4-6

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW that language is a vehicle for exchanging information and ideas through the basic characteristics of the different literary forms.	THE STUDENT SHOULD BE ABLE TO use basic receptive skills to identify some of the basic characteristics of the literary forms.	THE STUDENT SHOULD VALUE the variety of literary forms.
Components:	Components:	Components:
Literal Comprehension A. Know how to answer questions about the selection	Literal Comprehension A. Locate specific details	A. Value literary form at literal, interpretive, and analytical levels

TEST SPECIFICATIONS

LR 1. The student will be able to demonstrate that he can recognize narrative techniques by identifying specific mood and atmosphere of a story plot.

LR 2. The student will be able to locate specific details from a given passage.

B. Value the opportunity to identify, both in oral and written expression, basic characteristics of a variety of literary forms	B. Recall chronological details and sequence of events	B. Know the main idea and supporting details that make up the plot

LR 3. The student will be able to identify and express the main idea and supporting details that make up the plot.

C. Know the sequence of events	C. Identify the central elements of a plot	C. Value the opportunity to select a variety of literary forms for personal reading, listening, and viewing

LR 4. The student will be able to recall in verbal, written or pictorial form a sequence of events.

LR 5. The student will be able to write important events in their lives in chronological order; then illustrate these items with a sequential event mural.

D. Know the difference between factual and non-factual elements of the material

D. Identify and express main idea
E. Distinguish between factual and non-factual elements

LR 6. The student will be able to distinguish between factual and non-factual elements (i.e., fantasy, opinion, over-generalized facts) and between specific facts and more general facts.

LR 7. The student will be able to identify the main idea from a story, paragraph, or passage.

E. Know the similarities and differences in the presentation of similar subject matter

F. Know the basic characteristics of a variety of literary forms
G. Identify similarities and differences in presentations of similar content

LR 8. The student will be able to describe similarities and differences in the presentation of similar subject matter.

F. Identify over-generalization

LR 9. The student will be able to recognize over-generalization and be able to state specific details clearly.

Interpretive Comprehension

A. Know how to distinguish one literary form from another

Interpretive Comprehension

A. Draw inferences

LR 10. The student will be able to draw inferences after reading a selection about a particular culture.

LR 11. The student will be able to identify three literary selections: autobiography, informative article, ballad, and science fiction.

B. Know how to recognize the author's point of view toward his subject matter and characters and to support his views with specific incidents from the content

B. Predict outcomes and draw conclusions

LR 12. The student will be able to predict outcomes and draw conclusions using a recording of an outstanding children's book.

LR 13. The student will be able to know how to recognize the author's point of view toward his subject matter and characters and to support his views with specific incidents from the content.

C. Know how to recognize certain narrative techniques by identifying a specific mood

C. Discern motives and emotions expressed by a main character

LR 14. The student will be able to select the emotion which best describes the feelings of the main character in a given passage.

LR 15. The student will be able to discern motives and emotions expressed by a main character in a book or story read by the teacher.

LR 16. The student will be able to use contrasting adjectives and adverbs in order to establish a specific mood in given articles.

LR 17. The student will be able to choose from a selection, the best conclusion from a list of four possible motives expressed by the main character from a selection.

D. Know how to describe the qualities, motives, and emotions expressed in a given content

D. Discern the author's point of view toward his/her subject and/or characters

LR 18. The student will be able to select a statement which best expresses the author's viewpoint after reading a group of statements related to a selected reading.

LR 19. The student will be able to write a letter to an author about the interpretation of an author's point of view toward his/her subject and/or character. Share the results.

LR 20. The student will be able to read the selections and choose the author's quality, motive, or emotion which is expressed.

E. Know how to draw conclusions and predict outcomes

E. Define the theme of a literary work

LR 21. The student will be able to list four possible conclusions concerning characters portrayed in selections described in the plot.

LR 22. The student will be able to list at least four possible conclusions given an incomplete selection with the final conclusion omitted.

LR 23. The student will be able to identify the theme of a given literary work.

LR 24. The student will be able to choose the correct conclusion or outcome for a given literary selection, or described situation and defend his choice.

F. Know how to draw inferences from a given content

F. Identify differences in connotations of diction used

LR 25. The student will be able to select a statement which best describes the author's point of view in a given poem, story, or short play.

LR 26. The student will be able to choose from an appropriate list of titles for a given picture or literary selection.

LR 27. The student will be able to underline the words which contribute to the dialectic interpretation in a story containing dialect.

LR 28. The student will be able to discuss a character's way of speaking and explain how the speech affects the reader's attitude toward the character.

G. Distinguish between formal and informal language

LR 29. The student will be able to choose those sentences which are written in informal language from a list of phrases and sentences taken from a literary selection.

LR 30. The student will be able to transpose a message from informal to formal or from formal to informal.

H. Understand idiomatic diction

LR 31. The student will be able to choose an idiom and be able to draw the literal interpretation explaining author's intent.

LR 32. The student will be able to match an idiom to correct expression in formal language.

I. Understand and use figurative language - simile, metaphor, personification

LR 33. The student will be able to supply a word to complete an unfinished simile.

LR 34. The student will be able to write a paragraph about a given picture using one metaphor.

LR 35. The students will be able to pretend they are an object and write a story in which they give themselves human qualities.

LR 36. The student will be able to change similes to metaphors and then use personification to expand each simile.

J. Identify examples of literary devices and explain what the expressions mean

LR 37. The student will be able to identify literary devices such as simile, metaphor, and personification.

Analytical Comprehension

A. Know that each selection has a setting

Analytical Comprehension

A. Identify as literary forms: folk tales, legends, myths, fables, short story, biography, drama

LR 38. The student will be able to identify folk tales, legends, myths, fables, short story, biography, and drama.

LR 39. The student will be able to demonstrate his knowledge that each selection has a setting and be able to explain how the setting contributes to plot.

B. Recognize differences in lyric and narrative poetry

B. Know that each selection has a particular style

LR 40. The student will be able to recognize differences in lyric and narrative poetry after listening to example of each on tape.

LR 41. The student will be able to differentiate between two articles that are about the same subject but written in a different style.

C. Know that each literary form has a central theme and a certain mood or tone

LR 42. The student will be able to demonstrate an understanding that each literary form has a central theme and a certain mood or tone.

D. Know that the plot is composed of related events reaching a climax

LR 43. The student will be able to sequence the events in a story and identify the climax.

E. Know that characters have certain traits and can change

LR 44. The student will be able to identify specific character traits and identify the way these traits change throughout a given story.

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW his role in formal and informal situations.	THE STUDENT SHOULD BE ABLE TO participate effectively in formal and informal situations.	THE STUDENT SHOULD VALUE and appreciate oral interaction with peers and others.
Components:	Components	Components:
A. Know mechanics of formal speaking: 1. Posture 2. Appropriate expression (intonation) 3. Eye contact 4. Enunciation	A. Emphasize main idea in speaking	A. Appreciate appropriate speaking

S 1. The student will be able to recognize the main idea from a passage read to him.

B. Know vocabulary appropriate to his/her situation	B. Eliminate irrelevant/redundant ideas or information in speaking	B. Appreciate the importance of audience-directed speech

S 2. The student will be able to use context to determine an omitted word in a given sentence.

S 3. The student will be able to relate a series of events in both formal and informal language.

S 4. The student will be able to recognize the appropriate occasion that requires formal or informal language.

C. Know that the spoken role may change	C. Participate effectively in group discussions
	D. Use vocabulary appropriate to the situation

S 5. The student will be able to recognize and use vocabulary appropriate to formal and informal situations.

S 6. The student will be able to transfer a formal statement to a slang expression.

E. Adapt his/her speech to changing roles
F. Prepare an oral presentation to inform
G. Make social introductions
H. Participate in dramatic presentation

LASS/ACHIEVEMENT-AWARENESS RECORD
SHAWNEE MISSION SCHOOLS
FOURTH GRADE

STUDENT _____

SCHOOL _____

USING THE LASS/ACHIEVEMENT-AWARENESS RECORD

At a time or times thought to be appropriate, the teacher may indicate the level of achievement-awareness for individual students relative to district Language Arts goals and instructional components.

The components specifically for fourth grade are written in upper and lower case. When a summative component has not been broken down by grade level, the component appears in capital letters.

Some components lend themselves to achievement level types of responses while others limit themselves to a situation where the teacher must subjectively evaluate the receptivity of the student (awareness).

The record categories are to be read:
1 = The student has demonstrated a high level of achievement-awareness among his/her peers.
2 = The student has demonstrated an average level of achievement-awareness among his/her peers and further diagnosis of knowledge and skills may be necessary.
3 = The student has demonstrated a low level of achievement-awareness among his/her peers and reviewing and/or reteaching will probably be necessary.

It should be pointed out again that Scope and Sequence, at this point in its development, does not pretend to represent a total Language Arts program which anticipates the needs and experiences of all students. The teacher must function as an effective instructional decision maker.

Scope and Sequence, however, establishes a foundation for identifying, developing, and implementing a program of fundamentals which has been identified by district teachers.

COMPOSITION	1	2	3	Date
Identify words which should be capitalized				
Identify kinds of sentences and their proper end punctuation				
Identify occasions to use commas				
Identify special punctuation marks				
Spell correctly in written work				
Use basic dictionary skills for spelling and finding meaning				
Understand the concept of subject and predicate				
Compose, capitalize, and punctuate declarative, interrogative, imperative, and exclamatory sentences				
Understand the relationship between subject and verb agreement				
Understand the components of a complete sentence				
Develop a sense and feeling for correctness and effectiveness				

COMPOSITION (CONT.)	1	2	3	Date
Identify the main idea and topic sentences for writing titles				
Develop a paragraph with a main idea properly				
Develop, in proper form, a friendly letter				
Know the parts and proper form for a business letter				
Know proper form and development for creative and expository writing				
STUDY OF LANGUAGE	**1**	**2**	**3**	**Date**
Identify and explain the function of parts of speech				
Identify and write different kinds and types of sentences				
Know the importance of and use correctly mechanics in expression				
Recognize narrative and descriptive writing through the appropriate selection of words, phrases, and construction				
Know that changes continually occur in language				
Create awareness that a student's choice of words can evoke a response				

Identify and use root words and their affixes, plurals and possessive forms, compounds, contractions, abbreviations, and acronyms				
Know specific "effect" evoked by choice and modulation of words				
Use sensory comparisons and contrasts				
Know that words have different meanings for different people				
Know that language works for people				
LISTENING AND VIEWING	1	2	3	Date
Identify basic information from the author's or speaker's presentation				
Separate fact from opinion				
Respond in a way that shows comprehension				
Ask about unfamiliar words				
Respond to a presentation				
Identify irrelevant information				
Discuss the relationship of listener-viewer to presenter				
Recall experiences				
LITERATURE AND READING	1	2	3	Date
Select details relative to description				
Recognize time-space relationships				
Recognize the main idea and/or theme of a selection				
Recognize what could take place and what could not take place within a given context				
Recognize various literary forms				
Read both lyric and narrative poetry				

LITERATURE AND READING (CONT.)	1	2	3	Date
Know that similarities and differences may exist in presentation of similar content				
Understand the concept of association				
Predict outcomes and draw conclusions (pictorially or verbally)				
Discern feeling and/or description and appropriate reaction from pictorial and written accounts				
Identify the author's intent				
Identify theme in an author's writing				
Knows differences in connotations of diction				
Know that different levels of language exist				
Identify and interpret idiomatic expressions				
Identify and interpret metaphors and similes				
Understand that language has controlled syntax				
Comprehend and react to a dramatic script				
SPEAKING	1	2	3	Date
Recognize main ideas				
Recognize irrelevant ideas and information				
Listen to others and respond appropriately				
Understand that appropriate vocabulary communicates most effectively				
Know different purposes for oral communication				
Take an interest in others				
PARTICIPATE IN DRAMATIC PRESENTATION				

Teacher

Date